TIP

SOCIETY FOR INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

The Industrial-Organizational Psychologist

Volume 49

Number 1

July 2011

A publication of the Society for Industrial and Organizational Psychology, Inc.

TIP

The Industrial-Organizational Psychologist

Lisa Steelman, Editor
The Industrial-Organizational Psychologist
Florida Institute of Technology
150 West University Boulevard
Melbourne, FL 32901-6975
Phone: (321) 674-7316
E-mail: lsteelma@fit.edu

The Industrial-Organizational Psychologist (TIP) is an official publication of the Society for Industrial and Organizational Psychology, Inc. Circulation is approximately 6,500, which includes the membership of the Society (professional and student), public and corporate libraries, and individual subscribers. *The Industrial-Organizational Psychologist, TIP* (ISSN 0739–1110, USPS#014–838), is published quarterly by the Society for Industrial and Organizational Psychology, Inc., 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355.

Mission Statement: *The Industrial-Organizational Psychologist (TIP)* is an official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association and an Organizational Affiliate of the American Psychological Society. The purpose of *TIP* is to provide news, reports, and noncommercial information related to the fundamental practice, science, and teaching issues in industrial and organizational psychology.

Article deadlines for each issue: July issue—May 1; October issue—Aug. 1; January issue—Nov. 1; April issue—Feb. 1

Advertising and positions available: Advertisements ranging from one-half to two pages and Position Available announcements may be arranged through the SIOP Administrative Office. Deadlines for the placement of ads and announcements conform to the article deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the **SIOP Administrative Office**.

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Subscription rates: Subscription cost for SIOP members $15.00, included in annual dues. $25.00 for individuals, $35.00 for institutions. Periodicals postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to *The Industrial-Organizational Psychologist TIP,* SIOP Administrative Office, 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

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Cover: Fruits and pickles for sale in a rural roadside shop. Assam, North Eastern India, 1/2/2009
Photo courtesy of Jaya Pathak, doctoral student, Florida Institute of Technology

A Message From Your President

Adrienne Colella

Wow! What a great conference in Chicago! The most exciting (and scary) event for me was receiving the presidential gavel from President **Eduardo Salas**, the most interesting man in the world. He, along with his immediate predecessors, **Kurt Kraiger** and **Gary Latham**, have left SIOP in great shape. We weathered the financial downturn of the last several years. We have begun several new initiatives that will expand the visibility and impact of SIOP and the field of I-O psychology in the arenas of nonprofit organizations, the larger science community, the business community, and the general public. I am thrilled to be taking on this role for the year and moving SIOP along in several directions.

One of SIOP's strategic goals is to be the professional organization of choice for professionals in the field of I-O psychology. Although membership had been modestly growing, most of this growth has been due to large increases in student membership. This is great, but I would like to see a greater number of students become professional members. Also, it is important to understand why midcareer professionals leave the organization. Toward these goals, we'll be starting to monitor our retention and attrition process to find out why people leave (or fail to join) and what SIOP can do to be a more attractive organization to these valuable potential members. Another membership issue that will receive attention over the next year is increasing the presence of racial/ethnic minority group members in the field and in the organization.

How many of you in the past year have heard about policy decisions being made about workplace psychology issues and wondered why the field of I-O psychology isn't mentioned in these conversations? How many of you have seen some "expert" going on about workplace psychology issues who completely ignores the body of science generated in our field? How many of you have family members who have no idea what you do for a living? These are all issues relating to the visibility and advocacy of I-O psychology in a variety of domains. Over the next year, SIOP will make further headway into increasing visibility and advocacy of the organization and the science and practice of I-O psychology. We are nearing NGO status with the UN (thank you, **John Scott**!), which will increase our visibility in the area of humanitarian work. **Steve Kozlowski** and his committee have just presented a thorough and long-term plan for how SIOP can better advocate for I-O psychology in the larger scientific community. SIOP will begin implementing this plan over the next year. Finally, Gary Latham has done a great job in getting the word out about us to the human resource management community

through a partnership with SHRM. Continuing along these lines, we will be seeking professional advice on how to market the field to the business community and general public.

Every president has a theme and my theme is the IMPACT of I-O psychology science and practice on the welfare and performance of individuals, organizations, and society. Highlighting and celebrating the impact of our field is imperative to building an identity as a profession and in getting the word out about what I-O psychology has to offer. I'll have more to say on this as the year progresses, but in the meantime, if you have done a project where you really created positive change, let me know (Acolella@tulane.edu).

I'm looking forward to the upcoming year. There are a lot of exciting things going on in SIOP. Before I say goodbye, I want to thank my predecessors Eduardo, Kurt, and Gary who have been great mentors; Dave Nershi and the SIOP Administrative Staff who keep everything running (they are the core of organization); and all of the hundreds of volunteers who keep SIOP moving onward. The hours and energy that **Lisa Finkelstein, Mariangela Battista,** and their conference committees put in to making the conference a success are mindboggling.

Bye!

FROM THE EDITOR

Reflections on a Good Summer Read

Lisa Steelman
Florida Tech

There are no housewives, no outrageous celebrities, and no zany mayhem in this issue of *TIP*. So why should *TIP* be on your summer reading list? Because this issue of *TIP* is chock full of news and information—good clean I-O psychology fun!

Starting us out is a greeting from your new President **Adrienne Colella,** followed by **Eduardo Salas'** presidential address from this year's conference. Join me in thanking Ed for his service to the society and the profession! **Lorin Mueller** provides a response to **Joel Lefkowitz's** article on evaluations of teacher performance that appeared in the April 2011 *TIP*. Lorin discusses considerations on whether or not value-added models of teacher evaluations are appropriate, the legality of using value-added models, and thoughts on how I-O psychology can have an impact on this important societal issue. Next you can read Lt. Colonel **Doug Lindsay's** postdeployment thoughts on the impact of I-O psychology on the war effort. This is followed by an article on some new thinking about applicant faking behavior from **Matthias Ziegler.**

Discussion of the *Uniform Guidelines on Employee Selection Procedures* continues and is even ramping up. **Doug Reynolds** and **Eric Dunleavy** provide an update on potential regulatory review of the *Guidelines* and share a letter from President Salas to the EEOC stating SIOP's position on this matter. **Jim Sharf** discusses validity generalization and the *Uniform Guidelines* within the Office of Personnel Management (OPM). **On the Legal Front, Art Gutman** and **Eric Dunleavy** discuss the myriad of issues in the *Wal-Mart v. Dukes* class action lawsuit regarding alleged gender discrimination in pay and promotion.

With their last **TIP-TOPics** article, this one on I-O psychology making an impact on research on terrorism, we bid farewell to the Penn State team. Great thanks to **Scott Cassidy, Patricia Grabarek, Shin-I Shih, Lily Cushenbery, Christian Thoroughgood, Amie Skattebo, Katina Sawyer, Rachel Hoult Tesler,** and **Joshua Fairchild** for your hard work and great contributions to *TIP* over the last 2 years! It's time to pass the **TIP-TOPics** torch to a new team of graduate student authors. The call for submissions for new **TIP-TOPics** authors can be found on page 59 and online at

www.siop.org under calls and announcements, nominations. We are accepting applications until **July 11, 2011.**

And yet another thanks is due, this time to the multitalented, multitasker **Joan Brannick** for her insights on the **Practitioners' Forum** column for the past year. Joan has stepped out of the column, and I am pleased to announce that **Rich Cober** and the rest of the Professional Practice Committee will be taking over. This time, Rich discusses lessons learned from preparing for and participating in an IGNITE presentation at the 2011 conference. It was part of the Saturday Theme Track. You can read more about this Theme Track, "Using Data to Drive Organizational Decisions and Strategy," in **Deborah Rupp's** report. Also, don't miss **Eric Heggestad's** I-O fable that was presented as part of the IGNITE session.

In other articles, **Jamie Madigan** and **Tom Giberson** continue to synthesize the practice implications of I-O research, and **Stu Carr** interviews several SIOP members on their reflections of the conference and how humanitarian work psychology and corporate social responsibility can continue to have an impact. In **Practitioner Perspectives, Rob Silzer** and Rich Cober provide a high-level summary of the Future of I-O Psychology Practice Survey that assessed a practitioner's view of the future of I-O practice, what practitioners can do, and what SIOP can do to contribute to and facilitate I-O practice as we move forward. Their recommendations are thought provoking.

In the **Academics' Forum, Tori Culbertson** discusses considerations associated with every academic researcher's frenemy: the participant pool. The guest columnist for **Marcus Dickson's Max. Classroom Capacity** column is SIOP Distinguished Contributions in Teaching Award Winner **Daniel Sachau**. If you need a good dose of chutzpah, this one is for you. And in the **Foundation Spotlight, Milt Hakel** announces the Hogan Award for Excellence in Personality and Work Performance Research.

The activity within SIOP continues, unabated. If you would like to relive those chilly but terrific moments of the Chicago conference, check out **Lisa Finkelstein** and **Mariangela Battista's** review of the 2011 conference program. You can read about other highlights of the conference too: Deborah Rupp's review of the wildly successful Saturday Theme Track, **Mark Frame's** action-packed Junior Faculty Consortium, wonderful events sponsored by the LGBT Committee (outreach with the Night Ministry) and the Education and Training Committee in partnership with the Committee for Ethnic Minority Affairs (THEO: The Educational Outreach Program), and of course the results of the Frank Landy 5K Fun Run.

Rounding out this issue is an overview of the 2012 conference in San Diego—something to look forward to and a report from the APA Council of Representatives from **David Peterson**. We congratulate SIOP award winners in a number of categories, and we remember prominent SIOP members Anthony "Skip" Dalessio, Bob Ramos, Michael Maughan, and Ken Millard.

A Journey Through a Profession Full of Opportunities: Eduardo Salas' Presidential Address at the 26th Annual SIOP Conference, April 14, 2011

I want to tell you a story. A story of a very rewarding, rich, fun, and, still today, a much fulfilled journey that I hope never stops. A journey through a profession full of opportunities. Opportunities to make a difference in the workplace; to have an impact on people's lives; to uncover new cognitions, behaviors, and feelings that matter in the workplace.

I want to tell you a very personal journey of an I-O psychologist who never dreamed of the opportunities that lay ahead. I want to talk to you not as your president, but as your colleague, as someone who cares very much about this SIOP family, as someone who loves this profession we are engaged in. I want to share a story—my story—and along the way share with you some insights I've gained and some opinions I've developed about our field. With your permission and indulgence, I want to celebrate this journey with you.

I left Lima, Peru, about 36 years ago. It was a summer night in Lima. It was the most exciting yet frightening and sad night I had experienced in Peru. I was leaving a secure environment, a mother that was terminally ill, my brother and two sisters, my girlfriend (now my wife!), and many very close friends. It was my first visit to the U.S. and I had no idea of what to expect or what would follow.

It was a long flight to NYC and an even longer flight to Kearney, NE. Yes, talk about cultural shock! A small town of 25,000 people during the week days and much less during the weekends. This was a small town that welcomed me and opened my eyes to the values and principles that today I respect, believe, and admire about America. A small town where I learned about American football. I am probably the only Peruvian who follows and cheers for the Huskers! A college town (now UN-K) that reinforced my desire to be an I-O psychologist, which was my goal. I left Peru wanting to become an I-O psychologist, and Nebraska was my first opportunity to learn about this country, its people, its land, its resources, and its core values: that motivation and hard work lead to success!

In 11th grade I read a book, *Psicologia Industrial* by Norm R. F. Meier (first edition). And I was hooked. That is what I wanted to do—I wanted to be an I-O psychologist. So, the journey began. A journey that led me from Nebraska to Florida International University in Miami, to UCF (got my MS in I-O there), and to Old Dominion University.

At FIU, I wanted to work with **Wayne Cascio,** but he transferred to Colorado when I got there! (Sorry that I missed you, Wayne.) Working with Wayne Burroughs at UCF, I experienced many opportunities to do applied work in different sectors, and it was there that I was introduced to the Navy.

At ODU working with my mentors Ben Morgan and Albert Glickman, I learned the value of theory, measurement, and application. I learned about the scientist–practitioner model (which is ingrained in my mind and heart). I learned about human factors and how this field also impacts the workplace. I learned from my classmates (**Scott Tannenbaum, John Mathieu, Bob Jones,** and many others) to think critically, to debate, to study, to write, and yes, to play! We had great parties! It was at ODU where the opportunity arose to study work teams and training and development. My journey and passion for these topics was born there.

Let me share with you more thoughts about work teams, a science and practice that is alive and well but transforming itself. I truly believe that we have a wealth of knowledge about how to manage work teams. This knowledge is not perfect, but what we know is useful, practical, and in many cases, it works.

We know about what teams do, think, and feel; how to measure team behaviors, attitudes and cognitions; what facilitates and what hinders team effectiveness; how to train teams; what organizational factors influence team behavior; how teams make decisions; how team leaders function and behave; how teams manage conflict; and what team cognition is. We have a plethora of theories, tools for measuring and assessing team performance, and a set of well-designed and robust team-based instructional strategies, and more. However, the team world has changed. We may be entering a new era in work teams: the era of distributed and virtual teams, the era of multiteam systems, the era of human–robot teams, the era of teams in extreme settings, the era of avatars as teammates. I think these new forms of teams will need theories and methodologies that help us learn about their idiosyncratic features. I submit that these new conceptual drivers must be multidisciplinary (beyond I-O concepts), time based, multilevel, and parsimonious enough to capture the essence of these new forms. The methodologies must be observational in nature (away from self-report, if possible), qualitative, naturalistic, with techniques that help us uncover the components (like social network analysis or computational models) but robust enough that replication is possible. These are the challenges I see ahead for the science of work teams.

Back to the journey. The Navy days. What wonderful years I spent with the Navy (15!) in Orlando. They were some of the best professional days I've had! With Jan Cannon-Bowers, Joan Johnston, **Kim Smith-Jentsch,** Dan Dwyer, and many others (whose names appear on the thank-you board). With our industry and academic partners we built the dream lab. What an opportunity! Our lab was rooted in science (theory, methods), yet with an eye on the customer and the need to deliver useful products. We were productive, publishing as much as we could in the best outlets we could, but we never ignored developing practical tools for instructors, team leaders, or acquisition personnel. We sought to learn about our customer's settings, deploying on ships for example. We did whatever it took for them to understand that we cared about their jobs and that we could help. And over time we won them over, and they

became our best allies and supporters. I believe our lab was a model for the scientist–practitioner model. We knew what it meant: Let's solve their problems with the best science we can, and then we will tell the world. At the end of the day, I always thought that our best product and accomplishment was that "We changed people's minds." We changed the minds of engineers, pilots, sailors, instructors, team leaders, and training command leaders about to how to view learning, how to train, how to diagnose competencies, how to develop teams, how to be leaders, and how to build simulators for learning. That was our legacy, changing people's minds. That remains today.

I joined UCF 11years ago and have been fortunate to have colleagues like **Barbara Fritzsche, Bob Dipboye, Bob Pritchard, Leslie DeChurch,** and Kim Smith-Jentsch, who left the Navy to join us, and more recently by **Nathan Carter and Dana Joseph**. At UCF a whole new world opened up to me and new opportunities for impact arose. There were opportunities in healthcare, the corporate world, the financial and oil industries. I learned quickly that these industries were hungry for our science and practice. These industries wanted (and still do today) basic advice on leadership, training, teams, and organizational functioning. They wanted tips on how to manage people. It sounded simple. I was perplexed about the nature of their requests, their interests, and their problems. They were so basic. And deep down I am thinking and saying to myself, we have some answers! We can provide advice, tools, tips, and interventions. We can help! But I always asked myself, where are my colleagues? Where are the I-O psychologists? Why aren't there more like me here? Why are we not here with these industries? We, SIOP, have been trying to answer these questions for some time with visibility and advocacy initiatives. While progress has been made, more work is needed.

Over the last 7–8 years I decided I would do something about this. And so I launched onto a path of translating our science into practice. Yes, translating our science into practice is something I believe we need to do more of. We need to value, support, and teach our next generation of I-O psychologists to do more. There is nothing wrong with translating our reliable findings into language that organizations can use, nothing!

If done correctly, organizations want more, they appreciate it and value it, they use it, and ultimately, we have impact! Having made an impact is an incredible feeling. When you say to the organization "I think you should move to the left because we know from our science that is best" and they move! What a feeling. So that is what I've been doing with my students: Trying to transform healthcare, the aviation community, and the military one brick at the time by translating our science, by educating these industries about who we are and why we matter to them. And what we do does matter! These activities and my involvement with SIOP's Executive Board made me think a lot about who we are, what we do, and why. For good or bad, I had begun to think and seek an answer to two questions: (1) What is our soul?

What is the soul of an I-O psychologist? And (2) What will our future as a field and as a Society look like? I offer these ideas as food for thought and in the hope that we can engage in a dialogue. I see our soul as having many features, all interrelated, of course, and all adding to its richness. The first feature is the questions we ask. These are the guiding light, if you will. The questions, focused on some organizational problem or issue, set the direction and motivation for the research or the practical interventions we pursue. The questions are our point of departure; they are what guide us. Two, I think our theories are an integral part of who we are. Our theories are the "engines" that lead us to seek knowledge, to prove, to disprove, to validate, to integrate, to summarize and help us generalize. Our theories help us with focusing on our problem domain. Lewin said it many decades ago, "There is nothing so practical as a good theory." So our questions and theories ground us. Three, our methodological rigor is part of our soul. We use robust approaches to understand the world of work; whether we conduct experiments and studies in the lab, in the field, or in simulations, that is part of our soul. Next, replicable results are part of our soul. We seek to replicate knowledge, to ensure it is reliable. This is a hallmark of a science and it has to be part of our soul. Our soul is also about our evidence of what works, our tips and suggestions, our practical tools, strategies, and techniques. The evidenced-based solutions that we offer organizations are the catalyst for impact, for making a difference, and that is in our soul. At the end of the day, our soul is the scientist–practitioner model! It represents all that we are: scientists and practitioners. This is a model that sometimes is thought of as overrated and overused. Sometimes it's abused, and many times it is trivialized. But in the end it is our soul. No one handed me this "model." I learned about it and began to appreciate what it meant and why it matters when my journey began. Wherever I go and whatever I do as an I-O psychologist that is what I carry: our rich theories, our methodological rigor, our replicable findings, and our evidenced-based solutions…our soul indeed!

I have also been thinking about our future as a profession. How will we look in the year 2025? What will the conference feel like? What research and practice will be the "hot" items?

There is no question that I-O psychology is growing.There are more master's and doctoral programs than ever before. We are now global. We are more diverse than ever and we are getting younger. The conference is no longer an "intimate" event. The world of work is changing. You get the point, change keeps happening. All this suggests the need for us to be adaptive, change, try new things to engage the upcoming generations, to keep relevant with the world of work, and boy do we struggle with that—adapting! Changing!

At least at the leadership level of SIOP. This is in no way a criticism of anyone on previous or current boards. It is only a self-reflection of my own behavior. I thought before taking the seat of president that I would change

things, launch bold programs that we need. And to my surprise the moment I got in the seat I became as conservative as I have never been. And while things got done and new initiatives were launched, I always felt that more future-oriented actions and initiatives were needed. I felt we needed more boldness in what we propose and launch. We need to risk more and not be afraid of the many stakeholders we need to please. We must be adaptive and willing to visualize how 2025 will look and do something such that we remain a viable Society and our field enjoys the respect of those who we try to influence and educate. The whole SIOP family must tolerate risks. To respectfully borrow from Martin Luther King, I have a dream. Yes, I have a dream. A dream that SIOP will represent a field where science and practice live in peace and both nurture each other. Where our diversity is our strength and not a distraction. Where translations are valued. Where our practice is so robust that "organizations do move to the left" when we tell them we have evidence and then thank us for making an impact. I have a dream where our soul as I-O psychologists becomes enriched by our research, theories, findings, methodologies, and by what we do in practice. A dream that I hope will become a reality. Only time will tell.

I would never have made it here if it wasn't for my father. I hope he is smiling wherever he is now. You see, he listened to the 11th grader about what most interested him. And one night he brought me a book and said, "I think this is what you want to do, read it. I think you'll enjoy it." And he handed me Mairer's book.

In closing, I have not forgotten the place where I was born, one never does. It is in Peru where I learned to love, cry, and appreciate life. But I am eternally grateful to the places and the people who gave me the opportunity to enrich my mind and soul, to learn, to become an I-O psychologist, and to have an impact in the workplace. This is the place where the journey began and continues. I hope I have served you well.

How I-O Can Contribute to the Teacher Evaluation Debate: A Response to Lefkowitz

Lorin Mueller
American Institutes for Research

Some ideas are so intuitively appealing that we as a society are simply unable to resist them. Using student achievement data to evaluate teacher effectiveness is one of those concepts. Regardless of the many measurement and practical criticisms of these models, they are likely to be a fixture in schools for the foreseeable future. It is with this belief in mind that I respond to **Joel Lefkowitz's** editorial in the April 2011 issue of *The Industrial-Organizational Psychologist* (Lefkowitz, 2011) on the topic of whether current directions in teacher evaluation may end up with systems that are not lawful. This editorial covers some of the research behind the issues raised in Joel's editorial and proposes directions for I-O psychologists to explore in responding to these issues.

Joel's editorial raises three main issues with respect to "value-added models" (VAMs) as they are used to measure teachers effectiveness. The first issue is whether or not VAMs are appropriate to use for measuring teacher effectiveness. The second issue is whether a teacher (or group of teachers) has a basis for a lawsuit if terminated because of a low score on a value-added scale. The third issue is why I-O psychologists haven't been asked to contribute our expertise to the problem of constructing valid teacher performance evaluations.

Are Value-Added Models Appropriate?

With respect to the first issue, whether these models are appropriate for use, the data are to some extent equivocal. The first widely publicized VAM is generally recognized to be the Tennessee Value-Added Assessment System (TVAAS; Sanders & Horn, 1994), which found that school and teacher effects were relatively consistent year to year and that student gains were not related to initial achievement levels. Another early model was the California REACH (Rate of Expected Academic Change; Doran & Izumi, 2004).[1] Both of these models are adequately complex in relation to those Lefkowitz posits as sufficient; the TVAAS is a mixed-effects model, whereas the REACH model is a mixed-effects model incorporating the trajectory required to be proficient by the time of graduation. One of the first major reviews conducted by RAND (McCaffrey, Lockwood, Koretz, & Hamilton, 2003) concluded that VAMs show consistent teacher effects regardless of the specifics of the model employed and age of the students. The RAND report acknowledged that many factors influenced individual teacher value-added estimates, including student level variables, nonrandom missing data, and test scaling issues (e.g., linking error and disarticulated performance levels), and made several recommendations for researching and implementing effective VAMs. Other researchers

[1] It should be noted that California legal prohibits teacher evaluations from being based on student test scores, as does New York.

have been less positive about the validity of VAMs. For example, Braun (2005) notes that little can be certain with respect to VAMs because students are not randomly assigned to teachers in practice, and VAMs require many assumptions, not the least of which is that teachers within the same unit of comparison (which depends on the model) are given the same level of resources. Jacob, Lefgen, and Sims (2008) note that although individual teacher contributions to achievement are estimable, the effects erode quickly, implying that focusing on individual teachers may be less valuable than focusing on teams of teachers. Finally, a recent review by Briggs and Domingue (2011) found that a recent analysis of teacher effects in the Los Angeles Unified School District did not properly consider the confidence interval of the teacher effect estimate, thereby potentially misclassifying many of the teachers in the study.

Based on the research on VAMs, we can be reasonably certain of the following findings. First, we need complex models to evaluate teacher effects. Second, we need large sample sizes, likely larger than those found within the typical classroom. Third, large changes can occur in teacher effect estimates on the basis of a few students moving into a different performance level or dropping out of the model by virtue of being unavailable for baseline testing or end-of-year testing. Lastly, the proportion of variance in student achievement attributable to student characteristics (e.g., general cognitive ability, parental support, socioeconomic status, and student motivation) is very large and may influence numerous practical and statistical issues related to teacher effect estimates.

Based on our extensive experience in performance evaluation in other occupations, here is what we can assume to be true. First, there will be, to some extent, perverse learning in the system, such as "teaching to the test," teachers focusing their energies on those students who can either move easily into a new achievement level, or ignoring high-performing students who are at little risk to miss achievement goals. Second, there is probably some small teacher effect, although it will be small and difficult to separate out from the teaching context. Specifically, teachers are nested within schools, nested within districts, and teachers are dependent, to some extent, on other teachers to perform effectively. Given what we know and what we can assume, well-constructed VAMs are probably appropriate for measuring teacher effectiveness to the extent that they (a) are part of a larger evaluation system, (b) are based on long-term data, and (c) are based on well-constructed tests that provide reliable gain scores for students at all performance levels and do not lend themselves to a narrowly focused curriculum.

The Legality of Using VAMs

A second issue Joel raises is whether teachers could sue on the basis of terminations or other adverse personnel actions made on the basis of VAM data. Although Joel presents a number of compelling arguments on why VAMs might be susceptible to legal challenges, I believe this is unlikely. From an empirical standpoint, if VAMs are of low reliability, they are unlikely to result in widespread adverse impact (i.e., teacher will be identified as underper-

forming at random even if there are group differences). Second, states and districts that implement VAMs are generally doing so for business reasons. For example, states and districts seeking Race to the Top grants are required to include VAMs as part of their evaluation process. Finally, many states are beginning to legislate the extent to which VAMs are to be weighted in teacher performance evaluations. These issues make it extremely unlikely that a legal challenge to VAMs would be successful even at the lowest judicial levels.

Why I-Os Aren't Consulted

The third issue raised in Joel's column was why I-O psychologists aren't consulted with regard to designing effective teacher performance evaluation instruments. There are three answers to this, each relating to a different constituency in the development of teacher performance evaluation systems. At the most technical level, implementation, I-O psychologists are consulted. Some of us are working with professionals in the field of teacher professional development to develop and refine teacher performance evaluation instruments. And those of us who are doing this work agree with Joel's point that VAMs may be of limited utility in determining which teachers are actually the most effective. We've also done a terrific job as a field of making the principles of good performance-evaluation design available to non-I-O technical audiences. Most of the work I have seen in teacher performance evaluation incorporates many I-O principles and makes reference to our literature.

At a second level, the professionals charged with interpreting and implementing policies don't often turn to I-O psychologists for help because they don't know us. This constituency is made up of professionals in departments of education at the federal and state levels charged with overseeing standards for teacher hiring, pay, and retention. These professionals don't seek out our advice because we don't publish in professional journals related to education, and we don't often seek grants to study teacher performance issues. Some I-O psychologists have cultivated personal relationships through their practices or universities, but this constituency still typically goes to education researchers for support.

At a third level are the legislators and political appointees who are really driving the changes to VAMs. These people don't come to us because they simply do not know who we are. Policy makers often seek out the advice of economists and educators for guidance on creating innovative policies to improve student achievement. There are at least a few reasons for our inability to get a seat at the policy table. First, we don't offer simplistic solutions, such as teacher pay-for-performance schemes that some economists support but are based on untenable assumptions about teacher motivation and its relation to pay levels and student achievement. Simplistic solutions sound really good and are easy to sell to an impatient populous but don't affect real change. In general, our solutions are long term and require continued commitment to best practices. Second, we don't take public stands on these issues. Very few I-O psychologists make themselves available to news and opinion outlets, and SIOP rarely takes

stands on particular issues (despite sometimes clear scientific evidence and best practices). Getting our organization involved in important public debates is not something we've done well through the years. In a sense, these two issues interact to make the teacher evaluation problem intractable. The professionals who are perhaps most underutilized in designing and implementing effective teacher evaluation systems are the least likely to be asked to contribute and the first to be shown the door when immediate results are (typically) not present.

What We Can Do About It

VAMs in teacher performance evaluation are a concept that is here to stay. The concept simply has too much face validity for measurement professionals and I-O psychologists to be able to talk the voting public and their elected representatives out of it. The concept has persisted despite arguments from all sides; initial models were too simple and didn't account for important covariates, now models are too complex and can't be understood by the layperson. In the last section, I focus on the areas where I think I-O psychology can contribute to the teacher evaluation debate and what we can do to achieve those contributions.

One of our strengths relative to education researchers and economists is that we're used to thinking about implementation. I often refer to my job as being more like engineering than business consulting. VAMs, based on what we know, are an implementation issue rather than a scientific one. As such, we can think of VAMs as a generalizability theory problem: How many students and years of teacher performance must we observe to make a reliable conclusion about that teacher's effect on student learning? I-O psychology researchers could take conditional error estimates of teacher effects and estimate how many years of similar performance would give an administrator enough confidence that the teacher was underperforming (or exceeding expectations).

Similarly, we can think of this as a validation study. From a convergence perspective, how do other measures of teacher performance corroborate the VAM data? Specifically, can classroom observations indicate which in-class behaviors are most highly related to stronger teacher effects in VAMs? From a content perspective, are there different subcategories of the job of teaching that moderate the impact of key behaviors on student outcomes? This research has been done in the education field, but all too often they consider teaching to be one job when in fact it is likely to vary considerably across schools, grades, and content areas.

We can also contribute by helping policy makers to understand the implications of various mechanisms for calculating the teacher effect on the types of errors the system is likely to make. For example, the effect estimate is more likely to be prone to high standard errors if the mechanism uses student achievement levels as the outcome measure (e.g., proportion proficient, proportion below proficient) as compared with using vertically scaled scores. In addition, I-O psychologists can study the impact on teacher behavior of various types of VAMs to determine the extent to which teachers engage in counterproductive or narrow behaviors to maximize their performance on the VAM. I-O psycholo-

gists are also well-suited to study contextual performance issues that may not manifest in the early stages of VAM implementation but may reveal themselves later as teachers compete more to show the highest value-add estimates for career advancement. We could conduct Monte Carlo studies to investigate the impact of groups of teachers raising their performance within a school or district, which in some models could be misclassified as a school-level effect and ultimately counterproductive to teamwork in the teaching environment.

It's also important to emphasize the broader implications of being left out of this critical debate. As the world economy becomes more competitive, education is one of the key areas we must improve to continue to grow economically. SIOP can take a more active role in public policy debates, but it means getting off the fence and creating a mechanism for doing so. We will never have total agreement among our membership on important policy issues, but we can have some agreement on the scientific and practical issues that policy makers must take into account when devising accountability systems. The role of VAMs in teacher performance appraisals isn't the only area that could use theory and evidenced-based input into policy issues. Other key debates where our input could be useful include motivating the long-term unemployed, revising the federal personnel system, employment and disability law, and healthcare. All of these areas have I-O psychologists contributing at the implementation level but not the policy level.

Currently, policy makers go to economists for workforce issues, and I-O psychologists are left to implement ill-conceived polices based on market theories with little direct empirical support relating to individual behavior. As a professional society, we need to work hard to change that.

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ALIGNMENT
+18
+46
CURRENT SCORE
METRUS POTENTIAL
CAPABILITIES
+24
+48
CURRENT SCORE
METRUS POTENTIAL
ENGAGEMENT
+03
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CURRENT SCORE
METRUS POTENTIAL
MEASURING...
STRATEGY
GOALS
BRAND
CUSTOMER
TALENT
RESOURCES
INFORMATION
KNOWLEDGE
ADVOCACY
COMMITMENT
SATISFACTION
DISCRETION
CURRENT SCORE
METRUS POTENTIAL
TOTAL PEOPLE EQUITY

Using I-O to Fight a War

Douglas R. Lindsay, Lt. Col., PhD
United States Air Force Academy

Industrial-organizational psychology is critical to prosecuting modern warfare. This is a pretty strong statement and one that may make some people a little uncomfortable. However, it is truer today than ever before. Due to the complex nature of modern warfare, the power and understanding that I-O psychologists bring to bear is vital for success. In a military environment, having the right people in the right place at the right time with the right skill set is not a nice thing to have, it is a necessity. In fact, it is a matter of life or death.

Although the military establishment may seem like a fairly nuanced type of work environment (even while employing millions of workers), the military has been an important organization with respect to psychology and, in particular, to I-O psychology. In fact, the relationship between I-O and the military goes back almost 100 years to World War I (Landy & Conte, 2004). This relationship has continued through the decades to many projects such as Army Alpha (and Beta; Yerkes, 1921), Armed Services Vocational Aptitude Battery (ASVAB; Jensen, 1985; Murphy, 1984), and Project A (Campbell & Knapp, 2001), to name just a few. Even now, a quick search of the key word military in just a few top journals (i.e., *Journal of Applied Psychology, Human Performance*) yielded over 500 articles. So relevant is the military that the American Psychological Association even created the Division of Military Psychology (Division 19) with its own peer-reviewed journal (*Military Psychology*) to examine and understand the benefits and contributions of this "unique" population.

Several months ago, I offered some comments in a *TIP* article titled "Reflections From a Deployment to Afghanistan: The Relevance of I-O in a War Zone." In that article, I brought up several questions I had as I was going through my recent deployment where I thought I-O had relevance (and there were many). Now, having completed that deployment, I would like to offer some insights as to where I-O is making strong contributions and where I think we could improve. This will be done by explaining the particular challenge of military operations and how I-O has been used to deal with this situation. In particular, there are three areas in which this is apparent: job rotation, measurement, and employee contentment.

One of the enduring challenges in successfully conducting a military operation is the coordinated movement of military personnel (and associated civilians and contractors) into and out of the theater of operations. This is not a simple task about putting one person into the right job. It is about putting thousands of people into the right jobs for rotating periods of time in different locations in different countries across different military branches (Army,

Navy, Air Force, and Marines). For example, in order to fill one position for a 6-month deployment, you must project the vacancy far enough in advance to find a qualified replacement; identify that individual; ensure that person has the minimum necessary qualifications, is of the appropriate rank level (military jobs also have a rank requirement on them), and can be released during that time period by the organization that owns them (in other words, the losing organization must be able to temporarily backfill the position); notify the selected individual, provide them the necessary predeployment training, get them their equipment, and transfer them into the theater (and that is just to get them ready to actually start the work). There are literally thousands of people simultaneously doing this at various points in the process all across the world. I-O psychologists are the perfect professionals to assist in such an endeavor. Due to our training and experience, we have a drastic impact at every point along that chain. Although the military does not specifically hire I-O psychologists, we do have many people in the organization with I-O education and training that assist in this process. As an example, I am a behavioral scientist in the Air Force but have a PhD in I-O psychology.

Ironically, for my deployment, I was caught in an interesting situation. The position for which I deployed for was not quite what I had envisioned. The position was requisitioned for a specific skill set from the Army to be filled by the Air Force. This type of thing happens often as one branch of service (Army, Navy, Air Force, and Marines) takes the lead with other branches acting in a supporting role with respect to certain functions. The position was asked for by the Army with certain codes and specifications outlined in the position description. However, when the information was received by the Air Force, it was translated into Air Force codes and specifications. Interestingly, and probably not surprisingly, when these types of translations occur, there can be discrepancies. That was exactly what happened in my case. The Army wanted a certain set of skills and that set of skills is packaged differently in the military services. In a way, it can be seen as someone knowing what they want but not knowing how to ask for it. However, due to my background and experience in the field of I-O, I was able to fix the situation and ensure that there was more clarity as to who would fill subsequent deployments into that position. In the end, I was able to contribute effectively to the mission.

This is not an easy endeavor. One of the constant balancing acts that takes place is how long one should leave these individuals in their deployed position. Because people are in these jobs for various lengths of time, it makes it very difficult to build up a corporate knowledge of what is going on. Imagine if your organization had to deal with a minimum of 100% turnover every single year, with no end in sight. What type of impact would that have on the organization? One way that this has been mitigated in the military is to ensure an adequate job analysis is conducted. Even with the high turnover, this spe-

cific process of defining the requirements for these vital positions helps to ensure that the next person coming into the position will have the minimum necessary qualifications and enough organizational knowledge to be effective immediately upon hitting the ground. Although we have had some missteps here and there, for the most part we are ensuring that most folks have the right skills prior to assuming their deployed position. We are currently in our 9th year of military operations in Afghanistan. Although this may seem like a relatively long time, it is often referred to as "9 one-year wars" versus a 9-year war due to this high level of turnover. I-O is critical to ensuring that no matter how long this military operation takes place, we are setting people (and the organization) up for success by putting the right people into the right positions.

Another challenge area has to do with how the measurement of local national attitudes and beliefs is conducted. The nation of Afghanistan has a roughly 28% literacy rate (43% for men; 13% for women; Central Intelligence Agency, 2011). Add to that the fact that the nation is at war and you have a very complicated data collection environment. Although there are pockets in the country that are fairly stable (like the capital city of Kabul), in order to get a representative sample of the Afghan population you obviously have to get out of the major cities. This creates an enormous measurement challenge. The result has been a reliance on data collection techniques such as polling and atmospherics. Each of these methods has their limitations.

Polling typically takes place with the use of Afghan nationals conducting the interviews. This helps in dealing with the translation and cultural considerations. However, there are several things that must be kept in mind regarding polling in Afghanistan. The first of these is that the questions must be aimed at the level of the participant. That means adequate pretesting needs to be done to ensure that this largely illiterate society is receiving and understanding the questions in the same way they are being asked. The second factor is that Afghan people like to tell you what they think you want to hear. That means that the information they are passing on may not accurately reflect what they are actually feeling. A third factor is that, due to the fighting that takes place on a daily basis, it is difficult to travel to particular parts of the country (even for an Afghan citizen). This means that some areas may be overrepresented where others may be underrepresented. A final aspect has to do with the violence that citizens face on a daily basis from the Taliban. If they are perceived as being supportive of international forces, then they are subject to horrific retaliation from the Taliban. This has a direct impact on the types of questions that are asked because they often do not answer questions that they perceive to be dangerous to them, their family, or their village. As psychologists, we are in a perfect place to understand the human in this particular environment. Although this is a difficult task, I believe that we are making headway in this area, and the knowledge that we bring regarding culture and decision-making processes helps to inform our polling efforts.

Atmospherics is a different type of information collection that I was actually unfamiliar with prior to my deployment. In essence, atmospherics is a passive form of information gathering where an individual (an Afghan) frequents certain places (e.g., coffee shop, mosque) and listens to what people are talking about. This information is then recorded and passed on for analysis. Often times, the collectors are given certain topics to listen for and key into those as they are being talked about. The key here is unobtrusiveness. The intent is to pick up on what folks are talking about and to see if there are any important messages that are being repeated. Again, due to the high illiteracy rate in the country, much of the information is passed on via word of mouth. As you are probably thinking now, there are limitations to such a passive form of collection, such as where these collectors should be and to whom they should listen. And what about the conversations that occur outside of public places, translation issues, and so on? Although this type of method is not one we traditionally use when collecting data, it is a predictable response to the environment in which we find ourselves. I think I-O psychologists can help inform how we collect and process such data in the future. One of the many strengths of I-O psychologists is the enormous quantitative and qualitative skills that can be applied in such a situation to figure out how best to capture and process such information.

A final challenge has to do with what I would classify as employee contentment. Specifically, how do we deal with the issues, stress, and separation that the employees will experience (in this case, the individual soldier)? There are many different factors going through an individual's mind when they are informed that they will spend up to 1 year away from their family, social support, and/or familiar surroundings by serving in a war zone. This means missing such things as holidays, birthdays, graduations, and other significant life events while simultaneously processing the aspects of being in harm's way. In addition, these notifications occasionally occur at the last minute (in my case I had 2 weeks' notice for my 6-month deployment), which means added stress to the situation as they quickly prepare for their upcoming "assignment." As I-O psychologists, we naturally start to think about things like work–life balance, employee safety, compensation, and motivation. All of these issues are important and will likely impact the employee and their performance.

Work–life balance is relevant here because, in a sense, there is no balance. In this case, the employee is facing a prolonged period of work, with a drastically different life part of the work–life equation. In addition, for those that are married or have children, the family members left behind are also facing a difficult adjustment process without that individual at home.

As a means of mitigating some of these factors, the organization makes an attempt to partially compensate the soldier for their service. This comes in the form of such benefits as hazardous duty pay, family separation allowance, and tax-free income (earned while the military member is in the war zone). Although clearly not meant to offset the total "cost" of the individual going to war, it is an attempt by the organization to provide for the member (and fami-

ly, if applicable) while they are serving in the hostile environment. Along with this compensation, there are many programs for the families of these deployed members that attempt to help out those left behind (childcare programs, adjustment programs, and so forth). These programs are an attempt to help support families and provide the deployed member some assurance that the organization is helping to look after their family while they are serving their country. All of these types of issues benefit from I-O, and we are finding out new information every week on how to more adequately support these employees.

One of the largest challenges of ongoing operations is the recurrent nature of military deployments. There are numerous military members that are on their third, fourth, or fifth (and in some cases more) deployment. This is a difficult situation to handle because these operations do not have a definitive end date. For example, combat operations have officially ceased in Iraq, but there are still approximately 50,000 military members deployed to that country (as well as numerous civilians and contractors). With hot spots popping up all over the world, it is hard to predict how this operational tempo will look from year to year. The result is a constant predeployment, deployment, and postdeployment cycle. This type of pace will have predictable long-term effects on those involved. If you factor in the nature of war experiences, the fact that many of these members also face combat, and the threat of improvised explosive devices on a daily basis, there are stress-related issues that must also be dealt with (i.e., PTSD). We are making progress dealing with such issues, but there is clearly more work that can be done in this area.

The bottom line is that I-O psychologists have been playing and will continue to play a critical role in how military operations are conducted and will continue to do so in the future. In fact, we may be in the best position to provide critical information as to how these operations should be conducted. The investment of I-O psychologists not only benefits the military in terms of conducting asymmetric and urban warfighting, but generalizable findings drawn from these extreme conditions can be applied to the battles encountered in nonmilitary organizations.

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Applicant Faking: A Look Into the Black Box

Matthias Ziegler
Humboldt-Universität zu Berlin, Berlin, Germany

Abstract

Applicant faking behavior has been a concern probably for as long as personality questionnaires have been used for selection purposes. By now, the impact of faking on test scores, more specifically, their means, construct validity, and criterion validity is more or less agreed upon. Many researchers have put their efforts toward developing methods that prevent faking or help to correct for it. However, models describing the actual faking process are scarce. The models that do exist primarily focus on describing antecedents that lead to faking or moderate the amount of faking. The cognitive process itself mostly remains a black box. Based on existing literature from survey research as well as qualitative and quantitative research, the present paper introduces a process model of applicant faking behavior. Using this model as a starting ground, possible future research areas are discussed.

Many different definitions for applicant faking behavior on a personality questionnaire exist. Ziegler, MacCann, and Roberts (2011) recently wrote in an edited book on faking: "Faking represents a response set aimed at providing a portrayal of the self that helps a person to achieve personal goals. Faking occurs when this response set is activated by situational demands and person characteristics to produce systematic differences in test scores that are not due to the attribute of interest" (p.8). In the same book MacCann, Ziegler, and Roberts (2011) reviewed different definitions of faking that exist in the literature. They concluded: "It thus seems that most experts view faking as a deliberate act, distinguishing this from other forms of response distortion that may not be conscious and intentional. Faking is thus a deliberate set of behaviors motivated by a desire to present a deceptive impression to the world. Like most other behavior, faking is caused by an interaction between person and situation characteristics" (p. 311). There also seems to exist a rising agreement that, as a conservative estimate, about 30% of applicants fake (Converse, Peterson, & Griffith, 2009; Griffith, Chmielowski, & Yoshita, 2007; Griffith & Converse, 2011; Peterson, Griffith, & Converse, 2009) and that this rate might be moderated by such aspects as employability (Ellingson, 2011). Furthermore, it is hardly controversial that faking impacts mean scores of personality questionnaires in applicant settings (Birkeland, Manson, Kisamore, Brannick, & Smith, 2006; Ziegler, Schmidt-Atzert, Bühner, & Krumm, 2007). Less agreement exists as to the effect of faking on construct and criterion validity (Ellingson, Smith, & Sackett, 2001; Ziegler & Bühner, 2009; Ziegler, Danay, Schölmerich, & Bühner, 2010). Furthermore, a lot of research is dedicated to developing questionnaires or warnings that prevent faking (Bäckström, Björklund, & Lars-

son, 2011; Dilchert & Ones, 2011; Stark, Chernyshenko, & Drasgow, 2011) or methods that allow correcting for faking (Kuncel, Borneman, & Kiger, 2011; Paulhus, 2011; Reeder & Ryan, 2011). Even though this research has come up with a lot of encouraging results, its aim might seem a bit hasty to people outside of the faking community. Transferring the research path taken so far to medicine, for example, would mean that scientists try different cures for a new virus or different prevention strategies without having fully understood the virus' nature. In other words, despite the amount of research being done, little is known about the actual faking process. What do people think about when faking a personality questionnaire? Even though there are some models of faking (Mueller-Hanson, Heggestad, & Thornton, 2006; Snell, Sydell, & Lueke, 1999), most of these models are concerned with the antecedents of faking behavior but not faking itself. Therefore, this paper introduces a process model based on existing literature as well as presents some new research to further elicidate the nature of faking.

The Process of Answering Personality Questionnaires

The actual thought process that takes place when answering a personality questionnaire item has been examined in detail in survey research. Krosnick (1999) summarized different models and ideas and proposed a four-step process of responding that consists of comprehension, retrieval, judgment, and mapping. In this sense, test takers first have to encode the item and form a mental representation of its content (comprehension). During the next step, information is retrieved that is of value with regard to the item content (retrieval). This information is then compared with the mental representation of the item (judgment) and the result mapped onto the rating scale (mapping). Obviously, this is an optimal process that occurs when people are motivated to answer the items of the questionnaire in a sincere manner. Krosnick used the term optimizing for this strategy. Depending on factors such as motivation, cognitive ability, and fatigue, some test takers might not undergo this optimal process. In that case, a satisficing strategy is used. Here, respondents adjust the effort put forward relative to their expectation of the importance of the test. Tourangeau and Rasinski (1988) suggested a similar process model that included an additional step during mapping called editing. This editing is supposed to reflect social desirable responding or faking. Thus, one could conclude that a rather detailed model of faking behavior already exists. However, some results from faking research raise doubts. Birkeland et al. (2006) in their meta-analysis demonstrated that, depending on the job, applicants fake personality traits differently. Moreover, there is evidence that some people fake in the wrong direction (Griffith, 2011). In addition, there is growing agreement that faking cannot be regarded as a unitary process that is comparable for each and every test taker. This idea is supported by empirical evidence showing that there are at least two different forms of faking: slight and

extreme faking (Zickar, Gibby, & Robie, 2004; Zickar & Robie, 1999). Thus, it seems worthwhile to further investigate the cognitive process people undergo when faking on a personality questionnaire.

A Qualitative Study of Faking

We conducted a qualitative study using the cognitive interview technique (Dillman & Redline, 2004; Willis, 2004) to elucidate the cognitive process underlying faked personality questionnaire responses. Participants first filled out a personality questionnaire with a specific faking instruction (see Ziegler & Bühner, 2009) that they should assume they are applying for a position as a student in undergraduate psychology. In order to get a place in the program, they had to first take the personality test, the NEO-PI-R (Ostendorf & Angleitner, 2004). However, they were told a test expert would examine the results for faking. All participants were asked to think out loud, to voice all their thoughts as they filled out the personality questionnaire. The entire time a test administrator was present but not visible to the participant. The administrator took notes and in case participants fell silent, reminded them to speak all thoughts out loud. Finally, participants were administered a semistructured interview. Participants were asked how they tried to achieve the given goal, whether they applied that technique to all questions, and finally if they could name the strategy they had used. There were 50 participants (34 women and 16 men). All were undergraduate students enrolled in different studies (27 were psychology students). The average age and semester were 22.26 (SD = 1.91) and 1.89 (SD = 2.01), respectively. Two faking experts independently analyzed the combined information with the goal of developing a cognitive process model of faking. The approach chosen to analyze the qualitative data was based on the grounded theory.

After analyzing all the information gathered, both judges independently identified the two main strategies for intentionally distorting a questionnaire suggested by Zickar et al. (2004): slight faking and extreme faking (see also Robie, Brown, & Beaty, 2007). Consequently, rater agreement was compared using Cohen's kappa (= .77). A third expert was consulted for the cases of nonagreement. Based on this, about 20% of the participants were categorized as extreme fakers and 80% as slight fakers.

Of more interest though was the actual thought processes that were verbalized. We first looked at the strategies participants reported using to fake. In most cases this provided little insight because participants could not really name a strategy. Of more help were the participants' responses to how they had tried to achieve the goal of faking good. Here two strategies emerged. Most of the people said something like they took the answer they would have given under normal circumstances and pushed it a little in the "right" direction. These responses were confirmed by the actual thought protocols. To give an example, one participant said when pondering his answer to the item "I keep my things clean and tidy:" "Well, I guess I don't really do that, but if

I want to be selected, I better endorse a four." Only a few participants, those labeled as extreme fakers, stated that they endorsed the highest possible category. However, one important aspect that needs to be mentioned is that neither extreme nor slight fakers faked all items regardless of their content. Before considering an answer, participants judged whether the question would reveal information important to select psychology students. If that was the case, they faked. If it was not the case participants did one of two things. They either answered honestly or they answered neutrally using the middle category, some even did both alternatingly. The middle category was often chosen in order to avoid a wrong answer or keep information believed to be unnecessary for the position applied for a secret.

Another interesting finding was that students currently enrolled in psychology faked in different ways from students in other academic programs. The differences were rather severe. Although psychology students tended to endorse Conscientiousness items and portray themselves as low in Neuroticism, other students faked Openness and portrayed themselves as more neurotic.

Developing a Process Model of Applicant Faking Behavior

Our findings can be integrated into the general models by Krosnick (1999) and Tourangeau and Rasinski (1988) described above. The resulting model is displayed in Figure 1. We did find evidence for the four-stage process model consisting of comprehension, retrieval, judgment, and mapping. However, there were also several noteworthy differences or extensions.

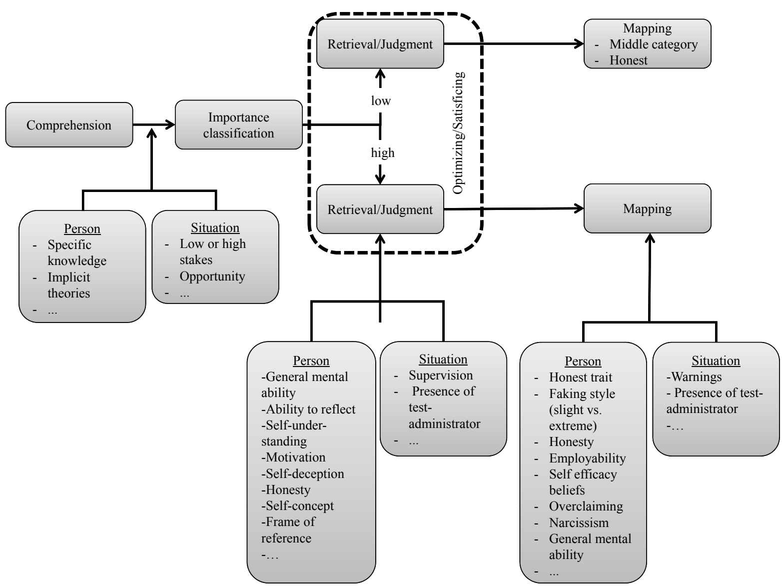

Figure 1: A cognitive process model of applicant faking behavior

One noteworthy aspect is that the interaction between person and situation characteristics could be observed in each of the stages. It seems that people first evaluate the importance of an item in terms of the situational demand (e.g., application for a certain job or student program). If the test taker judges the item as unimportant in regard to the demand of the situation, no faking occurs. Thus, immediately after forming a mental representation of the item content, its importance is classified. Therefore, the general model was extended to include this classification. As a consequence, even the use of the maximum response strategy does not necessarily result in a maximum score because not all items are faked. The results support the idea that specific knowledge and implicit theories about the position applied for are used for evaluation of importance. Further, the stakes of the situation may also impact the importance decision.

Following this initial importance classification are retrieval and judgment. This process is similar to that described by Krosnick (1999). Personality traits such as self-understanding or the ability to reflect might be named as influencing this process more towards optimizing or satisficing. On the situation side, the presence of the administrator clearly increased the likelihood of optimizing.

The mapping stage happened so quickly that it was virtually impossible to gather information from the thought protocols. Of course, the "true" standing regarding the item poses a natural limit for the amount of faking possible. Personality traits such as honesty or a high perceived employability can be assumed to affect mapping as well. Drawing a distorted picture of one's self in an applicant setting certainly requires high self-efficacy beliefs (Ziegler, 2007). This means the test taker may believe he or she can live up to this standard. Otherwise, so-called dark personality traits such as narcissism or a general tendency to overclaim might be implied. Finally, continued lying requires a certain cognitive effort. One has to keep up with the lies. Consequently, general mental ability (McGrew, 2009) was included in our model.

Implications and Future Research

At first glance, knowing more about the actual thought process does not seem to bear immediate practical implications. An important issue though is the importance of classification and its influence on the way uninformative items are answered. The increased use of the middle category is a potential problem. Thus, rating scales without such a middle category might be advisable. Moreover, the fact that prior knowledge as well as implicit theories about the job are used suggests that providing job information before the test might level the playing field. This might be particularly necessary if the applicant pool contains people new to the job as well as experienced workers. Otherwise, job experience might help applicants to fake in the right direction leaving people new to the job at a disadvantage. Because the personality questionnaire is used to assess individual personality differences but not job knowledge, this would endanger the test score's construct validity.

The methods used here only give insight into conscious faking efforts. However, as Paulhus has outlined (Paulhus, 2002), there are also unconscious processes (e.g. self-deceptive enhancement and self-deceptive denial) influencing the answering process. Their influence as well as their interaction with other personality and situational aspects of the model suggested here will be important to study. The occurrence of two qualitatively different ways to use a rating scale has already been reported for low-stakes settings. Here, people preferring either middle or extreme categories could be distinguished (Rost, Carstensen, & von Davier, 1997, 1999). The extent to which these response styles relate to slight and extreme faking should be examined using large samples. Otherwise, we might be talking of the same phenomena using different labels.

This study also contradicts one of the dogmas of faking research, which is to always use real applicant samples. In order to investigate basic cognitive processes it sometimes is necessary to go back to the laboratory. This insight might also be true for other faking research questions.

The model introduced here has many white spots on the situation side. This clearly underscores a need to broaden the research perspective and place more emphasis on situational factors associated with faking. This idea is anything but new. Nevertheless, systematic research on how situations are perceived and how this perception influences behavior is rare.

Finally, the importance classification of items took place so naturally and quickly that it seems unlikely that such a classification does not occur in low-stakes settings as well. Thus, an important next step would be to further elucidate the cognitive process of item answering under normal conditions.

The model introduced here must be considered as preliminary. As the many incomplete lists imply, the enumeration of person and situation aspects influencing the thought process is by no means exclusive. However, the model should be understood as a starting point for more research aimed at understanding applicant faking behavior more fully. To this end, the hypotheses put forward here based mainly on qualitative research should be tested applying quantitative methods and large samples. Finally, the proposed model shows that to understand the complexity of faking behavior, more elaborate models including person and situation variables, as well as their interaction, are necessary. Assumptions that a general editing process or the differentiation between slight and extreme faking suffice to explain individual differences in actual faking behavior are definitely premature.

This paper's purpose was to elucidate the black box that is applicant faking behavior. Using existing cognitive models for the item answering process as well as qualitative analyses, a model was introduced consisting of five stages: comprehension, importance classification, retrieval, judgment, and mapping (including editing). The importance classification based on knowledge and implicit theories, the handling of supposedly neutral items (i.e. uninformative with regard to the faking goal), as well as clear evidence for the person situation interaction provide additional insight into the cognitive process taking place during faking.

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SIOP Recommends Review of *Uniform Guidelines*

Doug Reynolds
Development Dimensions International

Eric Dunleavy
DCI Consulting Group

Early this spring, SIOP encouraged several federal agencies to review and revise the *Uniform Guidelines on Employee Selection Procedures (UGESP)*, one of the primary sources of guidance for regulatory review of the validity of assessments used for employment decision making in organizations. This article briefly summarizes the background for the request and provides the text of SIOP's recommendation.

Background

On January 18, 2011, President Obama issued Executive Order 13563, which directs federal agencies to develop a plan to review existing regulations within each agency's purview.[1] Consistent with the president's Open Government Initiative, the order emphasized the need for federal regulations that are well-integrated, innovative, flexible, based on the best available science, and adopted through a process that involves public participation. Further, the order required each agency to prepare a plan for conducting a "retrospective analysis" of existing regulations to determine which should be modified, streamlined, expanded, or repealed for the purpose of ensuring the effectiveness and efficiency of the regulatory programs.

Consistent with this directive, federal agencies issued calls for public input on which regulations should be reviewed and the methods for conducting the review and revisions. Requests of this nature were posted by each of the existing *UGESP*-sponsoring agencies: the Equal Employment Opportunity Commission (EEOC), the Department of Labor (DoL), and the Department of Justice (DoJ). SIOP prepared a response to each of these agencies. An initial draft of the response was circulated among the Executive Board for review and comment, and a revised version was signed by SIOP President Eduardo Salas. In March of this year, the SIOP Administrative Office submitted separate responses to EEOC, DoL, and DoJ.

SIOP's Response

The substantive portions of SIOP's response to the EEOC are reprinted below. Responses to DoL and DoJ were nearly identical to the EEOC version.

> The Society for Industrial and Organizational Psychology (SIOP) welcomes the opportunity to provide a response to the Equal Employment Opportunity Commission's ("EEOC") request for public comment on the

[1] www.federalregister.gov/articles/2011/01/21/2011-1385/improving-regulation-and-regulatory-review

plan for retrospective analysis of significant regulations. We commend the EEOC for offering the opportunity to provide suggestions regarding the regulations that should be reviewed and the factors to be considered as the review is conducted.

SIOP is a Division of the American Psychological Association (APA), an organizational affiliate of the American Psychological Society, and includes over 3,900 member industrial-organizational psychologists and 3,000 student affiliates. The Society's mission is to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology.

On behalf of SIOP, I am writing to express our view that the *Uniform Guidelines on Employee Selection Procedures*[2] (the "Guidelines") and their corresponding *Questions and Answers*[3] should be included among the initial regulations to be reviewed in the retrospective analysis.

The *Guidelines* are a critical source of guidance for employers who intend to select and manage their workforce using fair and valid selection processes. According to Section 1(B) of the Guidelines, their purpose is clear: "*These guidelines incorporate a single set of principles which are designed to assist employers, labor organizations, employment agencies, and licensing and certification boards to comply with requirements of Federal law prohibiting employment practices which discriminate on grounds of race, color, religion, sex, and national origin and provide a framework for determining the proper use of tests and other selection procedures.*"

Furthermore, the *Guidelines* describe research strategies (i.e., validation research) that can be used to determine whether a selection procedure is sufficiently job-related, a critical question when a selection process has the potential to adversely impact protected classes. Determining whether a selection procedure is sufficiently job-related is a research question that SIOP members are particularly well suited to help answer; I-O Psychologists have been conducting research on this topic for many decades. Our members work for and consult with both the federal government and many of the nation's largest private employers. SIOP members also conduct scientific research and provide expert testimony on behalf of agencies, plaintiffs and defendants in legal proceedings that involve employee selection and validation methods.

The science of personnel assessment and employee selection has evolved substantially since the *Guidelines* were published in 1978. Advancements in scientific research and innovations in the practice of employee selection have been incorporated into the *SIOP Principles for the Validation and Use of Personnel Selection Procedures*[4] ("*Principles*"). The *Princi-*

[2] www.access.gpo.gov/nara/cfr/waisidx_10/29cfr1607_10.html

[3] www.eeoc.gov/policy/docs/qanda_clarify_procedures.html

[4] www.siop.org/_Principles/principles.pdf

ples have been revised three times since the *Guidelines* were published, most recently in 2003. The *Principles* specify established scientific findings and generally accepted professional practices from the field of personnel selection psychology related to the choice, development, evaluation, and use of personnel selection procedures. Likewise, the *Standards for Educational and Psychological Testing*[5] ("Standards"), which are jointly published by the American Education Research Association (AERA), APA, and the National Council on Measurement in Education (NCME) have been revised twice since 1978 and are currently undergoing another revision. These Standards are written to address professional and technical issues of test development and use in education, clinical practice, and employment contexts.

Revisions to these technical guidance documents have been made to ensure that contemporary selection is based on current scientific research. Over the last 33 years there have been considerable advances in validation theory, substantial refinements in our understanding of how to best implement traditional validation strategies, and new evidence related to the availability and adequacy of modern alternative validation strategies. Furthermore, the practice of employee assessment has changed dramatically over this timeframe as new technologies have emerged.

We suggest the Guidelines as a high-priority for revision because we believe the regulatory standards should consider contemporary scientific research and practice. Professional associations like SIOP, APA, AERA, and NCME have documented these advances in scholarly literature and in technical authorities like the Principles and Standards. Unfortunately, there are inconsistencies between the Guidelines and some scholarly literature related to validation research and the use of employee selection procedures, and between the Guidelines and other technical authorities. These inconsistencies create substantial ambiguity for employers that use employee selection procedures, as well as for federal agencies and the courts when determining whether a selection procedure is job-related. Consideration of contemporary research and scientifically supported recommendations will help clarify the standards for valid selection procedures.

The Guidelines themselves anticipated the need to maintain currency and consistency with other technical authorities. For example, in Section 5(A) the Guidelines state: *New strategies for showing the validity of selection procedures will be evaluated as they become accepted by the psychological profession.* In Section 5(C), the Guidelines are described as: *intended to be consistent with generally accepted professional standards for evaluating standardized tests and other selection procedures, such as those described in the Standards for Educational and Psychological Tests prepared by a joint committee of the American Psychological Associa-*

[5] www.apa.org/science/programs/testing/standards.aspx

tion, the American Educational Research Association, and the National Council on Measurement in Education (American Psychological Association, Washington, D.C., 1974) (hereinafter "A.P.A. Standards") and standard textbooks and journals in the field of personnel selection. In summary, we feel that a revision to the Guidelines is overdue, and we welcome the opportunity to contribute to the effort.

On behalf of SIOP, it is my sincere hope that timely review of the Guidelines will serve as a focal point for positive dialogue among agencies, private employers, and other stakeholders with expertise in the current science and practice of employee selection. We strongly encourage the EEOC to include the *Uniform Guidelines* among the initial regulations to be reviewed in the Retrospective Analysis.

Should the Commission agree to undertake such a review, SIOP requests the involvement of experts in our field during the review process. SIOP would be pleased to identify a group of nationally recognized personnel selection experts to assist with the review and possible revision process. Please contact SIOP's Executive Director, Mr. David Nershi or me; we will immediately alert our Board to empanel an appropriate group of such experts.

Sincerely,
Eduardo Salas, PhD
President, Society for Industrial and Organizational Psychology

Next Steps

Of course, the request for input on regulations to be included in the agencies' retrospective analyses does not convey an obligation to revise any specific regulation. Each agency has 120 days to prepare a preliminary plan for reviewing existing regulations; these preliminary plans should then be posted for public comment before being finalized. Subsequent retrospective reviews should also be planned by each agency. SIOP's public comments will hopefully increase the likelihood that our members are involved in the process if the agencies decide to review and/or potentially revise UGESP. It is interesting to note that our opinion regarding the Uniform Guidelines was not alone—The Society of Human Resource Management[6] and The Center for Corporate Equality[7] also identified UGESP as a high-priority candidate for review in their comments to DoL.

It is likely that the identification of specific regulations for review will require several steps. Even if UGESP is considered for review, the review itself would likely be a lengthy and detailed process; actually revising the *Guidelines* would be even more arduous. However, one potential step toward revision of the *Uniform Guidelines* has now been taken.

[6] http://dolregs.ideascale.com/a/dtd/SHRM-Response-to-Executive-Order-13563/126225-12911

[7] http://dolregs.ideascale.com/a/dtd/Review-the-Uniform-Guidelines-on-Employee-Selection-Procedures/123333-12911

OPM Bringing the Science of Validity Generalization (VG) to Federal Hiring Reform

James C. Sharf[1]

Brief History

In the early 1970s, the Lawyers Committee for Civil Rights was successful in their Title VII challenge to the (then) Civil Service Commission's (CSC) Federal Service Entrance Exam (FSEE). FSEE was subsequently replaced by the Professional and Career Exam (PACE), which was later abandoned in the infamous Luevano consent decree signed in the final hour (no exaggeration) of the Carter Administration. Both FSEE and PACE were measures of general cognitive ability. Recall also that following the prohibition of "race norming" (drafted by the author) in the Civil Rights Act of 1991, the Secretary of Labor suspended use of the General Aptitude Test Battery (GATB), whose race norming and reliance on VG had both been commented upon favorably by the National Research Council (Hartigan & Wigdor, 1989: DeGeest & Schmidt, 2011). The FSEE, PACE, and GATB were each a measure of general cognitive ability (GCA). Subsequently, OPM delegated hiring decision-making responsibility to the agencies, and this delegated authority has never been rescinded. In fiscal year 2009 there were approximately 160,000 new federal hires from among approximately 11 million applicants. On average across these agencies, about 1 in 65 was selected based typically on an applicant's knowledge, skill, and ability (KSA) ratings based on the applicant's written essay.

Federal Reform

Last May, the administration issued a hiring reform memorandum, which was followed by guidance over the signature of the director of the Office of Personnel Management (OPM, 2009). Under this reform, the online USAJOBS is to become federally managed, applicant's written essays are eliminated, and each federal agency is to decide the format an applicant is to follow (resumé/cover letter/transcripts/agency-specific application/online occupational KSA questionnaire), but "category ratings" are now required for assessing candidates. The "rule of three" operational definition of merit has been tossed by political diktat to be replaced by banding (Schmidt, 1995) under the guise of "category ratings." (Highhouse, 2008).

History of OPM's Scientific Contribution to Hiring Reform

The scientific leading edge of federal hiring reform is OPM's proposed use of "shared registers" (today $n = 12$) based on partnering with cooperating agencies to test applicants for jobs in common using online (Sharf, 2009), unproctored computer adaptive test (CAT)6 methodology measuring each candidate's general cognitive ability. Validity evidence for cognitive ability measures used for

[1] jim@jimsharf.com

employment selection is a significant legacy of OPM, which began in 1977 when Frank Schmidt (newly hired at CSC) presented his breakthrough meta-analysis solution to the problems with local validation studies to *Uniform Guidelines* negotiators from the four signatory agencies (EEOC, 1978). Schmidt (Schmidt & Hunter, 1977) presented his peer-reviewed findings that the lack of statistical power characterizing local small-sample validation studies could be overcome by aggregating criterion-related validities across studies, thus overcoming sampling errors in less reliable small samples. Schmidt and Hunter described their methodology as "validity generalization," which provided a significantly improved level of statistical accuracy sufficient to make inferences about an individual applicant's future productivity. Notwithstanding the peer-reviewed paradigm shift of Schmidt and Hunter's contribution to industrial psychology (Murphy, 2003), the *Uniform Guidelines* negotiators (including the author) followed the early 1970s conventional wisdom of "situational specificity" and "single group validity." Under Schmidt's leadership in the decade following publication of the *Uniform Guidelines*, OPM established the empirical foundation of research contributing to the science of validity generalization (Corts, Muldrow, & Outerbridge, 1977; Hirsh, Northrup, & Schmidt, 1986; Hunter, 1981; Hunter & Hirsh, 1987; Hunter & Hunter, 1984; Hunter & Schmidt, 1983; Hunter, Schmidt, & Hunter, 1979; Lilienthal & Pearlman, 1983; McDaniel, 1985; McKillip, Trattner, Corts, & Wing, 1977; McKillip & Wing, 1980; Northrup, 1979, 1980, 1986; Payne & Van Rijn, 1978; Pearlman, 1979; Pearlman, Schmidt, & Hunter, 1980; Schmidt, Hunter, McKenzie, & Muldrow, 1979; Schmidt, Hunter, Outerbridge, & Goff, 1988; Schmidt, Hunter, Outerbridge, & Trattner, 1986; Schmidt, Hunter, Pearlman, & Hirsh, 1985; Trattner, 1985).

VG and the Uniform Guidelines

The *Uniform Guidelines* have not been revised since 1978, but the *APA Standards* and the *SIOP Principles* have been updated five times, reflecting the cumulative knowledge based on empirical personnel selection and appraisal research (Sharf, 2006). Ten years after the *Uniform Guidelines*, VG as a personnel research strategy was commented upon favorably the National Research Council of the National Academy of Sciences (Hartigan & Wigdor, 1989): "We accept the general thesis of validity generalization, that the results of validity studies can be generalized to many jobs not actually studied, but we urge a cautious approach of generalizing validities only to appropriately similar jobs." Contemporary *SIOP Principles* (2003) endorse VG as follows:

> At times, sufficient accumulated validity evidence is available for a selection procedure to justify its use in a new situation without conducting a local validation research study. p.27
>
> Meta-analysis…can be used to determine the degree to which predictor-criterion relationships are…generalizable to other situations…. Meta-analysis requires the accumulation of findings from a number of validity studies to

determine the best estimates of the predictor-criterion relationship for the kinds of work domains and settings included in the studies…. p.28

Meta-analysis is the basis for the technique that is often referred to as "validity generalization." In general, research has shown much of the variation in observed differences in obtained validity coefficients in different situations can be attributed to sampling error and other statistical artifacts…. These findings are particularly well-established for cognitive ability tests…" p.28.

Today, validity can be defended without the need for a local validity study based on meta-analytic validity generalization research anchored using the O*NET to document the verbal, quantitative, and technical/problem-solving tasks, skills, and abilities required on the job (Sharf, 2010). Notwithstanding more than 3 decades of peer-reviewed research and endorsement of validity generalization by the National Research Council (National Academy of Science, 1982), enforcement agencies in the public (DoJ) and private sectors (EEOC and OFCCP) continue to apply the *Uniform Guidelines* literally. In a 2007 Commissioners' meeting on the general topic of employment testing, EEOC was urged by various panelists to update the *Uniform Guidelines*. As former Commissioner Fred Alvarez (2007) noted: "employers cannot technically comply with the standards set forth in the *Guidelines* in their current, obsolete form because industrial psychologists will not likely be persuaded to abandon state-of-the-art validation in favor of a decades-old methodology presented in the *Guidelines*."

In the 32 years since the *Uniform Guidelines* were adopted, the federal courts have found in favor of generalizing validity evidence for cognitive ability tests without having to conduct local validation studies and having to conduct investigations of single-group validity (see Cases of Note section). As early as 1988, the author (along with Dick Jeanneret) was successful in presenting validity generalization evidence to justify the use of a cognitive ability test with the presentation of validity generalization evidence (along with Jack Hunter) having been affirmed by the Fifth Circuit in 1989 (*Bernard v. Gulf Oil Corp.,* 1989). Thus, it is entirely responsible to conclude that the validity generalization of cognitive ability tests—OPM's scientific leading edge of federal reform—has been professionally embraced, endorsed by no less than the National Research Council, and has been upheld in numerous district courts as well as by the Fifth Circuit. Because VG is the general rebuttal to a disparate impact claim of discrimination,[2] STAY TUNED!

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[2] Letter from David Copus, Esq., to Charles James, Director, Office of Federal Contract Compliance Programs, U.S. Department of Labor (March 27, 2006; http://www.ogletreedeakins.com/uploads/James%20FINAL%20letter1.pdf; available from author: jim@jimsharf.com).

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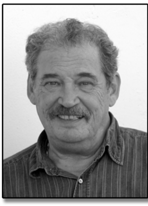

ON THE LEGAL FRONT

Supreme Court Hears Oral Arguments in *Wal-Mart v. Dukes*

Art Gutman
Florida Tech

Eric M. Dunleavy
DCI Consulting

On March 28, 2011, the Supreme Court heard oral arguments in the much-heralded *Wal-Mart v. Dukes* case. Over the past decade, the sole issue in this case has been class certification for anywhere between 500,000 and 1.5 million women on allegations of pay discrimination and promotion. After listening to the oral arguments, the consensus among legal experts is that the class will *not* be certified. We are not easily persuaded by general consensus, but in this case, the tealeaves do point to a Wal-Mart victory. The final Supreme Court ruling will be sometime in June. Therefore, by the time you read this, we will know the ruling. The purpose of this article is to review the background and major issues in this case so as to set the stage for the actual ruling, which we will cover in detail in the October 2011 issue of *TIP*.

Background Issues

The case began in 2001 when six named plaintiffs brought a class-action lawsuit in California federal district court on allegations that Wal-Mart engaged in company-wide sex discrimination in pay and promotion in violation of Title VII. The specific allegations were that women at Wal-Mart are (a) paid less than men in comparable positions, despite having higher performance ratings and greater seniority; and (b) receive fewer—and wait longer for—promotions to in-store management positions than men. Plaintiffs contend that Wal-Mart cultivates and maintains a strong corporate culture that includes gender stereotyping.

The plaintiffs sued on behalf of all women employed at any Wal-Mart store since December 26, 2001, from part-time, entry-level hourly employees to salaried managers. They sought injunctive and declaratory relief, back pay, and punitive damages but not compensatory damages. At the time, Wal-Mart had 3,4000 stores in 41 different regions, and in *Dukes v. Wal-Mart* (2004), the district court granted much of what was asked for but not all of it. Class certification was approved for the pay claims for all forms of requested relief. However, the court issued a mixed ruling on promotion claims, approving claims for punitive damages, injunctive relief, and declarative relief, but

denying certification for back pay, ruling that the challenged promotions were not available for all class members.

On appeal, Wal-Mart alleged the district court erred on three issues:(a) whether the class met Federal Rule 23(a) for commonality and typicality; (b) that the district court's ruling eliminated Wal-Mart's ability to respond to individual plaintiff claims; and (c) that the district court failed to recognize that the claims for monetary relief predominated over claims for injunctive or declaratory relief.

The appeal was first denied by a divided three-judge panel of the 9th Circuit in *Dukes v. Wal-Mart* (2007). Wal-Mart then appealed for an en banc ruling, which was rendered in *Dukes v. Wal-Mart* (2010). The en banc ruling was 6 to 5, in which the majority upheld the plaintiff's claim for injunctive relief, declarative relief, and back pay under Federal Rule 23(b)(2) but remanded for the district court to consider whether the class for punitive damages should be certified under Federal Rule 23(b)(2) or Federal Rule 23(b)(3). The majority also remanded for consideration whether to certify members who no longer worked at Wal-Mart.

Issues Before the Supreme Court

There are both substantive and technical issues in this case. The substantive issues are easier to comprehend and revolve around the claim that Wal-Mart established a culture of sex-biased subjective decision making that was common to the entire class. More specifically, the plaintiffs alleged "centralized structure fosters or facilitates gender stereotyping and discrimination, that the policies and practices underlying this discriminatory treatment are consistent throughout Wal-Mart stores, and that this discrimination is common to all women who work or have worked in Wal-Mart stores."

The technical issues relate to interpretations of the Federal Rules of Civil Procedure, which, unfortunately, are very complex.

In general, for certification, a class must meet all the requirements of Rule 23(a) and any one of Rules 23(b)(1), 23(b)(2), or 23(b)(3). Readers interested in the exact wording of these rules are directed to www.law.cornell.edu/rules/frcp/Rule23.htm. Briefly, Rule 23(a) has four commonly known criteria for determining whether a class of plaintiffs is *similarly situated*, including (a) *numerosity* (the class is large enough so that individual trials are impractical), (b) *commonality* (the harm claimed is common to the class), (c) *typicality* (a relationship between the named plaintiff(s) claims and claims alleged on behalf of the class), and (d) *adequate protection of class interest* (the named plaintiff(s) will fairly and adequately represent the interest of the class).

The 23(b) rules are more complex. The key technical issues reduce to a comparison between Rule 23(b)(2) for injunctive or declaratory relief and Rule 23(b)(3) for monetary relief. For present purposes, it is sufficient to know that Rule 23(b)(3) is the tougher route because it requires that plaintiffs

establish both *predominance* (that common issues predominate over individual ones) and superiority (that class action is superior to other means of resolving the dispute). Essentially the plaintiffs favored 23(b)(2) not only because it is easier to satisfy but also it permits a purely statistical analysis for the merits of the claims, thus denying the defendant to answer each individual claim. Wal-Mart claimed that a statistical analysis (using sample cases) would deny it due process.

The key legal consideration on whether Rule 23(b)(2) can be used for monetary damages is whether or not the plaintiff can prove that the monetary awards are incidental to the requests for injunctive and declarative relief. This, itself, is a major issue on which various circuit courts disagree and on which the Supreme Court will have to issue a ruling. For purposes of exposition, we will save further discussion of Rule 23(b)(2) versus Rule 23(b)(3) for the October issue of *TIP*.

Sample Oral Arguments

It is hardly a secret that in closely held EEO rulings, Justices Ginsburg, Sotomayor, Kagan, and Breyer generally form one plurality of four and Justices Roberts, Scalia, Alito, and Thomas form an opposing plurality of four, thus leaving Justice Kennedy as the deciding vote. Based on the oral arguments relating to *substantive* issues, Ginsburg, Sotomayor and Kagan were generally friendly to the plaintiffs, and Breyer was somewhat neutral. Roberts, Scalia, and Alito were unfriendly, if not hostile, and as is typically the case, Thomas was quiet. Critically, Kennedy was also unfriendly to the plaintiffs.

More specifically, Kennedy lobbed a few softball questions at Wal-Mart's attorney (Boutrous) and hurled bombshell questions at the plaintiff's attorney (Sellers). His unfriendliness to the plaintiffs on substantive issues can be summed up with his first question to Sellers. Accordingly:

> It's not clear to me what is the unlawful policy that Wal-Mart has adopted under your theory of the case?
>
> To which Sellers responded:
>
> Justice Kennedy, our theory is that Wal-Mart provided to its managers unchecked discretion in the way that this Court's *Watson* decision addressed that was used to pay women less than men who were doing the same work in the same—the same facilities at the same time, even though—though those women had more seniority and higher performance, and provided fewer opportunities for promotion than women because of sex.
>
> To which Kennedy responded:
>
> It's—it's hard for me to see that the—your complaint faces in two directions. Number one, you said this is a culture where Arkansas knows, the headquarters knows, everything that's going on. Then in the next breath, you say,

> well, now these supervisors have too much discretion. It seems to me there's an inconsistency there, and I'm just not sure what the unlawful policy is.

Scalia then echoed the same theme. Accordingly:

> I'm getting whipsawed here. On the one hand, you say the problem is that they were utterly subjective and on the other hand you say there is a—a strong corporate culture that guides all of this. Well, which is it? It's either the individual supervisors are left on their own or else there is a strong corporate culture that tells them what to do.

Justice Roberts piped in:

> What if you had a situation where you had a company with a very clear policy in favor of equal treatment of men and women? You know, the answer to your—the answer to your question was women don't have as many positions because managers discriminate against them in—in hiring and in promotion, yet you still have the same subjective delegation system. Could you have a class of women who were harmed by this subjective policy, even though it was clear that the policy of the corporation favored equal employment opportunity?

Justice Roberts also asked:

> How many examples of abuse of the subjective discrimination delegation need to be shown before you can say that flows from the policy rather than from bad actors? I assume with three—however many thousands of stores, you're going to have some bad apples.

Justice Alito took a broader perspective, adding:

> So, you have the company that is absolutely typical of the entire American workforce, and let's say every single—there weren't any variations. Every single company had exactly the same profile. Then you would say every single company is in violation of Title VII?

In short, there were at least four justices that hurled bombshells at Sellers on substantive issues, and it can be assumed that Thomas was probably thinking along the same lines.

The plaintiffs fared even worse on the technical issues. There was a general consensus among Kennedy, Roberts, Scalia, and Alito. As important, both Sotomayor and Ginsburg were in apparent agreement. Indeed, arguably, the chief critic of Rule 23(b)(2) was Sotomayor, who stated to Sellers:

> I'm—I'm a little confused, all right? Because you're saying an individualized hearing is impossible, but that's exactly what you're saying you're going to do, only through statistics.

Sotomayor then anticipated Seller's response and added:

You're going to say through my statistical model I will be able to identify those women in the class who are deserving of pay raises. What that doesn't answer is when in this process is the defendant going to be given an opportunity to defend against that finding?

Justice Ginsburg questioned whether injunctive relief predominated over monetary relief, which, as noted earlier, is a requirement for using Rule 23(b)(2) for such relief. Accordingly:

> [I]f damages predominate, then you can't use (b)(2). You have to make your case under (b)(3); and the one factor here is that about half the class is gone, so—they're not interested in injunctive relief, but everybody's interested in money. So, why isn't the money—why do you say that the, that the injunction—injunctive relief is the thing and the damages are lesser, rather than the other way the class that's gone, isn't it?

In short, it looks like the deck was stacked against the plaintiffs on both the substantive and technical issues.

Conclusions

Obviously this is a complex case requiring consideration of both substantive and technical issues. The potential implications are enormous, as evidenced in part by the number of high profile amicus briefs submitted to the Court.[1] We have described some of the recent controversies surrounding pattern and practice discrimination scenarios in other articles for this column. Class certification is often a contentious and critical phase, and statistical analyses of disparity usually play a critical role. Coupling statistics with anecdotal evidence of intentional discrimination can often "bring the statistics to life" and enhance a decision maker's confidence that discrimination occurred. However, in this case justices noted that "bad apples" will necessarily exist in a universe of 3,400 stores. In other words, anecdotal evidence (and some statistical disparities) may necessarily exist but may not be probative given the scope of the potential class.

This case looks like it may become the prototypical example of a class that is "too big to succeed." Essentially all jobs and all employment decisions related to pay and promotion were in scope, and the time period was large enough such that roughly half of the potential class members no longer work for Wal-Mart. It may be useful to contrast these broad class characteristics with some of the narrower classes certified in other recent pattern and practice cases (e.g., *Velez v. Novartis*, 2010).

It is important to note that even if the court rules in favor of Wal-Mart, it will not be because the absence of structured and standardized policies or procedures is insulated from pattern and practice claims. If the class is not certified it is because the class was deemed too broad. It would be interesting

[1] http://www.scotusblog.com/case-files/cases/wal-mart-v-dukes/

to see what this case would have looked like if the proposed class were narrower (e.g., focused on one job family and a shorter time period). It is also important to note that the personnel psychology literature has supported the notion that very unstructured and subjective policies and procedures are more likely to be perceived as unfair by applicants and employees and are viewed less positively by EEO decision makers (e.g., Werner & Bollino, 1997; Williamson, Campion, Malos, Roehling & Campion, 1997). In our opinion, structured and job-related policies and procedures are still the most defensible employment decision systems and will generally be more useful and effective for organizations than unstructured policies and procedures.

We are getting used to seeing close 5–4 rulings separated by political ideology in the majority of EEO cases that end up in the Supreme Court. If the oral argument is any indication, this probably won't be one of those. Check out this column in the October 2011 *TIP* for a breakdown of the Supreme Court ruling.

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Industrial-Organizational Psychology's Contribution to the Fight Against Terrorism

Lily Cushenbery and Jeffrey Lovelace
Penn State University

L to R; back row: Scott Cassidy, Patricia Grabarek, Shin-I Shih, Lily Cushenbery, Christian Thoroughgood;
Front row: Amie Skattebo, Katina Sawyer, Rachel Hoult Tesler, Joshua Fairchild

I walked down the jet bridge and stopped in a sudden panic. I realized I had just left my book on the plane and immediately turned around to retrieve it. Two flight attendants rushed to stop me and explained that for 9-11 security reasons, I couldn't just walk back on the plane. The small crowd around me looked concerned. The flight attendants offered to bring me my book and asked me the title. *Walking Away From Terrorism,* I whispered, and within a few minutes they returned with the book and handed it back to me somewhat hesitantly. What is the life lesson here? Keep your terrorism books to yourself.

You may be wondering why a graduate student in I-O psychology is reading about terrorist disengagement. My coauthor Jeff Lovelace and I were working on a grant at Penn State's International Center for the Study of Terrorism (ICST). In this article, we hope to make terrorism research more approachable to other graduate students in our field. We strongly believe that I-O psychologists' knowledge, skills, and abilities can offer a unique perspective and scientifically sound methods to further the important work of terrorism research.

As part of a grant from the Office of Naval Research (ONR) at Penn State's ICST, we participated in a large-scale effort to code thousands of bombings from the Provisional Irish Republican Army (PIRA). The purpose of the project was to develop an analytical framework to increase the understanding of improvised explosive device (IED) activity in operational theaters like Iraq and Afghanistan. In particular, we were interested in how terrorist organizations innovate when creating new iterations of these IEDs. Our team of undergraduates coded over 38 years of newspaper articles on IEDs for such variables as attack location, munitions, initiation devices, complexity of attack, target, and outcome. This data will help us examine the PIRA's organizational structure to provide insight on how terrorist organizations promote, maintain, develop, and protect key personnel with critical skill sets and knowledge of explosives. This project is just one example where I-O psychology and terrorism research can intersect. However, we feel that I-O psychology has the potential to provide many more contributions to the field of terrorism research and produce information that could help disrupt terrorist activities.

Understanding Terrorist Organizations

Terrorism is a complex phenomenon, but at its most basic level it can still be viewed as a series of human behaviors within organizations. The recent events surrounding the death of Osama Bin Laden illustrate the types of questions that I-O researchers can explore. For example, it is unclear how Al Qaeda will respond to Bin Laden's death, how the organization's leadership will be restructured, and whether recruitment of new members will be impacted by this figurehead's death. Through the application of our knowledge in I-O psychology on topics like selection, training, turnover, motivation, leadership, and creativity, we can build frameworks and develop data-driven hypotheses for research that can assist key military and political decision makers. This information could help determine the most appropriate actions to take at the tactical, operational, and strategic level. For example, understanding how a certain terrorist leader motivates his subordinates may assist in the development of an intervention to deny the leader the opportunity to effectively influence followers.

However, there are several notable differences between typical organizations and terrorist organizations. For example, the structure of these organizations may require some unique considerations. As described by John Horgan (Penn State), "We can study terrorism from a psychological perspective at different levels. There is the individual person, who becomes involved in a terrorist group, but that group is usually part of a larger organization or, in the case of Al Qaeda, a loosely-knit franchise of global affiliates. Those organizations and affiliates sometimes act on behalf of other nonstate actors and sometimes even on behalf of states." I-O research on dispersed organizations, virtual work, and leadership would be applicable in this context.

Furthermore, the people within these structures change roles frequently because of turnover from death, injury, disengagement, or imprisonment. Horgan continues, "In even the smallest of terrorist organizations, there are multiple roles and functions to be fulfilled. Some terrorists occupy one specific role, some move from one type of role to another, while others occupy several organizational functions simultaneously." Research in leadership, team composition, and even person–organization fit can contribute to our understanding of these structures. Multilevel research may be particularly relevant for understanding how leaders influence followers in such dynamic organizations.

Finally, terrorist organizations sustain a constant information operations battle to recruit others and attempt to gain international sympathy for their cause. They often present their organizations to young people as social networks of freedom fighters in an impending revolution. For example, studies by **Michele Gelfand** (University of Maryland) suggest that organizational embeddedness is strongly related to radicalization, the process by which members become more involved in the organization. General predictors of radicalization include early traumatic experiences, trigger factors such as provocative incidents or influential leaders, and opportunities or locations for like-minded people to discuss militant ideas. Research areas such as recruitment, selection,

and organizational identity can inform our understanding of why people join and stay committed to terrorist organizations. Although I-O psychologists have the potential to contribute to our understanding of terrorism, there are also several unique challenges in conducting research in this area.

Challenges in Terrorism Research

One of the greatest challenges in this research domain is acquiring data. As you can guess, terrorists are difficult to find, not always forthcoming with the details of their activities, and may be dangerous. However, researchers have found creative ways to get around these issues. For example, **Keith James'** (Portland State) doctoral student did his thesis with data collected around a multiorganizational (federal, state, local, private, and nonprofit) terrorism-response simulation exercise that was run by the Department of Homeland Security. **Michael Mumford** (University of Oklahoma) and **Dawn Eubanks** (University of Warwick) use historiometric and quasiexperimental approaches. Michele Gelfand was able to gain access to terrorist detainees in prisons in Sri Lanka, the Philippines, and other countries to examine the factors that predict radicalization among terrorist detainees, including individual differences and organizational factors. John Horgan has analyzed event data, used case studies, helped build computational models of terrorist organizational behavior, and conducted semistructured interviews with terrorists and former terrorists, both on an individual and group level. This small sample of researchers and their approaches to terrorism research demonstrates the broad range of methods that can be used to inform this field.

Second, terrorist acts are not isolated events and require a great deal of contextual information to comprehend fully. Researchers must consider the environment and history that precede the actions of terrorist groups. At the same time, terrorist attacks happen relatively infrequently and the circumstance behind one event does not necessarily describe another. As such, it may be difficult to construct theoretical frameworks that link events to each other. One of the greatest challenges in this area is developing research methods that are both scientifically sound and generalizable. According to Dawn Eubanks, "because of the clearly applied nature of this research, there is a temptation to quickly solve a problem or address an issue. It is important to step back and think about how the research can also have theoretical implications."

Finally, a notable challenge in terrorism research is the seemingly dispersed network of people who study the topic. As suggested by John Horgan, "There are very few academics who engage in the study of terrorism for more than a year or two. At least 80% of publications on terrorism tend to be one-off contributions by people who don't continue research in the area." The prevalence of these terrorism research one-hit-wonders makes it difficult to build systematic research streams. As a field, we need to do more to promote opportunities for terrorism research for graduate students by advertising research assistantships, highlighting funding opportunities, and identifying

possible collaborations with other disciplines. Graduate students can be at the forefront of advancing this critical field through the development of long-term research programs that can address the multilevel nature of terrorism research.

Value for Graduate Students

Despite the challenges of studying this phenomenon, it is incredibly meaningful work. The results of terrorism research can have a direct impact on the policies, procedures, and actions of governments, counterterrorist organizations, and military forces. In addition, the work that is funded for terrorism research can also be applied to nonterrorist organizations. As suggested by Michael Mumford, "Exceptional behaviors, for either good or ill, are often of great concern for organizations. The methods used in studies of terrorism therefore are informative for a number of other key organizational issues such as leadership, crisis based decision making, and corporate acquisitions. Basically we need to spend more time studying rare but critical events, and terrorism research is a good place to pilot these methods." Thus, the findings that are generated through research on terrorism may also contribute to the field of I-O psychology, especially in areas that explore negative employee behavior.

Second, the current need for research on terrorism has led to opportunities for graduate student funding. Agencies such as the Office of Naval Research and the Department of Defense offer large-scale, competitive grants for this research. As **Sam Hunter** (Penn State) commented, "in order for I-O to continue to survive and flourish as a field, we need to be creative in finding sources of funding for our work." Because it is often difficult for those in I-O to compete for grants from more traditional psychology funding sources such as the National Institute of Health, governmental and military research grants may be a win–win for both researchers and government agencies.

Finally, terrorism research may be especially valuable for students interested in pursuing a career in government and agency work. I-O psychologists already have the analytical skills that these positions value, but graduate students with a more traditional background may not realize how their own research can impact antiterrorism work. Keith James suggests, "My advice to graduate students who are considering work in this area is to go for it, and shape the science and practice of organizations and terrorism to your own vision." It is possible that the information most vital to national defense initiatives will come from a creative application of research that is not ostensibly related to terrorism. Ultimately, researchers from a variety of areas of expertise are valuable for generating new solutions to this longstanding problem.

Conclusion

Unfortunately, terrorism shows no signs of disappearing in the near future. This work requires patience, unique partnerships, and multiple perspectives to be successful, but it has the potential to result in the development of informa-

tion that supports a greater good. In addition, terrorism research provides many opportunities for funding that are particularly well-suited for those interested in making contributions to government and military organizations. We hope that I-O psychologists realize the possible impact of their work for applied contexts beyond those of typical organizations. Terrorism research is an incredibly meaningful line of work that truly has the potential to save lives.

Farewell from Penn State

Because this is the final article from the graduate students at Penn State I-O, we wanted to express our gratitude for the opportunity to write for *The Industrial-Organizational Psychologist* for the last 2 years. It is our sincere hope that I-O graduate students continue to grow closer as a community and share their experiences with each other. We hope to see you at SIOP!

TIP-TOPics Call for Graduate Student Columnist(s)

TIP-TOPics is a graduate student editorial column published in *The Industrial Organizational Psychologist* on a quarterly basis. The column provides information and advice relevant to SIOP's student membership and has historically been very popular.

The editorial columnist(s) can be an individual or group, and the groups may be made up of students from the same school or different schools; however, you must be current Student Affiliates of SIOP in good standing. The **TIP-TOPics** columnist(s) will have a 2-year tenure beginning with the October 2011 issue and ending with the July 2013 issue. Columnists must be graduate students throughout this timeframe, thus all prospective columnists should be at least 2 years from graduation. Columns are approximately 2,000 words, due four times a year (August 1, November 1, February 1, and May 1), and written according to APA guidelines.

Submission Information

Statement of interest and one letter of recommendation (from a faculty member who is familiar with the work of the potential columnist/s) should be sent via e-mail to **Lisa Steelman (lsteelma@fit.edu)** by **July 11, 2011.** The statement of interest should at a minimum address the following: (a) all potential columnist names and school affiliation and (b) how you will approach the content, style, and structure of the column, including a few potential column topics.

PRACTITIONERS' FORUM

IGNITE Your Work Life: One Practitioner's Reflections of SIOP 2011

Rich Cober
Marriott International and Practice Committee Chair

Joan Brannick has more than capably served as the author of this column for the last year. As we look toward future *TIP*s, this column is going to begin a more rotational authorship facilitated through the Professional Practice Committee. The hope in doing this is to expand the idea exchange that passes through this column simply by playing a game of intellectual hot potato among committee members (there goes our volunteer rates).

SIOP 2011 has come and gone. From my perspective, this year's conference offered a great variety of topics and represented a break from some of the types of forums that were seemingly becoming SIOP staples such as debating about proctored Internet testing and a move toward conversations about next generation practices such as assessment through mobile devices (an uberproctor challenge).

I served as a guinea pig for a new format that was part of the Saturday Theme Track titled "Using Data to Influence Organizational Decisions and Strategy"—and that was to present an IGNITE presentation about presenting data to leadership (*Lightning Round: Telling a Compelling Story With Data In Five Minutes*). For those who missed the session and/or have no idea what an IGNITE presentation is, I will give you the quick highlights:

- 20 slides
- 5 minutes
- Slides autoprogress every 15 seconds (so no screw ups)

I have to admit that I accepted the request to participate in this session without really knowing what I was getting into. Thankfully, the chairs of the session—**Autumn Krauss**, **Evan Sinar**, and **Jay Steffensmeier**—did a really nice job of helping me and my copresenters understand the format and its uniqueness, and to respect the time involved for successful preparation.

What I found during this session is that the format provides a very unique opportunity for not only presenting information but, even more fundamentally, for thinking about topics and information that we may take for granted in our everyday professional life.

The challenge of representing an idea, topic, or concept within a structured format like this required a level of thinking that our chairs had warned us about

but which I ultimately found to be eye opening. To do a little confessing, I have found myself quite able to fly through presentations within a corporate environment by throwing a few slides together and relying on my context and what some may call expertise (or something else). Oftentimes, the result is a presentation done and concept discussed, but perhaps parts of the bigger picture or whole story left unsaid. There is a dark side to winging it.

The IGNITE format took me back to basics, to the days of prepping to teach classes to undergraduate students where my lesson plans were structured and my goals for the day absolutely clear. Storyboarding the presentation allowed me to finesse my thinking on this subject matter, think about the different points I might be able to make, and ultimately find a path that was clear, flowed logically, perhaps included a spot of humor here and there, and most important, conveyed a relatively complicated story with clarity in 5 minutes.

The presentation itself presented an interesting dynamic as well. Having prepared a bit of a script, practiced timing, and been freed of clicking slides, the pace of presentation allowed for a gradual build of the story, and there was no timeout or room for slippage once the session has started. Although some may find this a bit stressful and potentially confining, there is a clear advantage to presenting concepts in this style: There is no time, room, or even semblance of an opportunity for questions. I love questions. I love discussing complicated concepts and issues at the heart of the presentation. However, I am all too aware of the pitfalls of derailing questions, sidebars that can disrupt a meeting, and ultimately a group-wide feeling that a point has been lost or a deck has been shorted as the last few slides whiz by as a meeting adjourns. IGNITE not only keeps the presenter on track but also requires the audience to stay engaged and on track in order to follow the story, get to the punch or bottom line, and then consider what questions or elaboration on topics may be appropriate for follow up.

So I find myself now back at work and relatively jazzed about this format. My team is probably sick of hearing about it, my coworkers still hardly believe I could constrain myself to talking for 5 minutes on anything, but I can't shake the desire to try and apply this to other projects and in other forums. I do think there is fairly broad application for using this format as a means of forcing some brainstorming around ideas, creating stories that help to illustrate concepts that may be otherwise hard to grasp or perhaps just stale to teach (think fundamentals of providing feedback), and perhaps even to senior leaders who are open to a different type of experience to get a solid dose of information critical to running a business (be it operational, leadership oriented, financial). Not to mention that it is also simply a great way to hone oral presentation and slideware development skills.

I would be willing to bet that we will see more of these types of sessions at future SIOPs and do hope that, through those sessions, we may see some innovative approaches and thinking on topics that may have had much of the same treatment with regard to panels and symposia for many years. In fact,

some good ideas as to what role IGNITE might play in future conferences (e.g., debate) were considered at the closing of the session. The inaugural SIOP IGNITE presenters (myself included) are committed to being in the front row to support our colleagues who want to take on the challenge of doing "20 in 5" next year. There are even rumors of a logo being drawn up.

For more information about this presentation format, go to: http://ignite.oreilly.com/.

I do want to send a special thanks to Autumn, Evan, and Jay for really doing a nice job of preparing presenters for this session and having the initiative to introduce something like this to the SIOP conference.

For a taste of what creativity can come out of the IGNITE format, check out Eric Heggestad's I-O fable that appears next. Eric was part of the lightning round and, as the sole academician participating in the session, he took a different perspective on the topic of telling a compelling story about data in 5 minutes. For those of you who are interested in the full set of slides from the entire session, they are posted on the SIOP practice wiki (http://siop.editme.com/Saturday-Theme-Track-2011). The session was also recorded and is part of the SIOP conference DVD available for purchase on the SIOP Web site (http://www.siop.org/Conferences/11Con/Regbk/dvd.aspx).

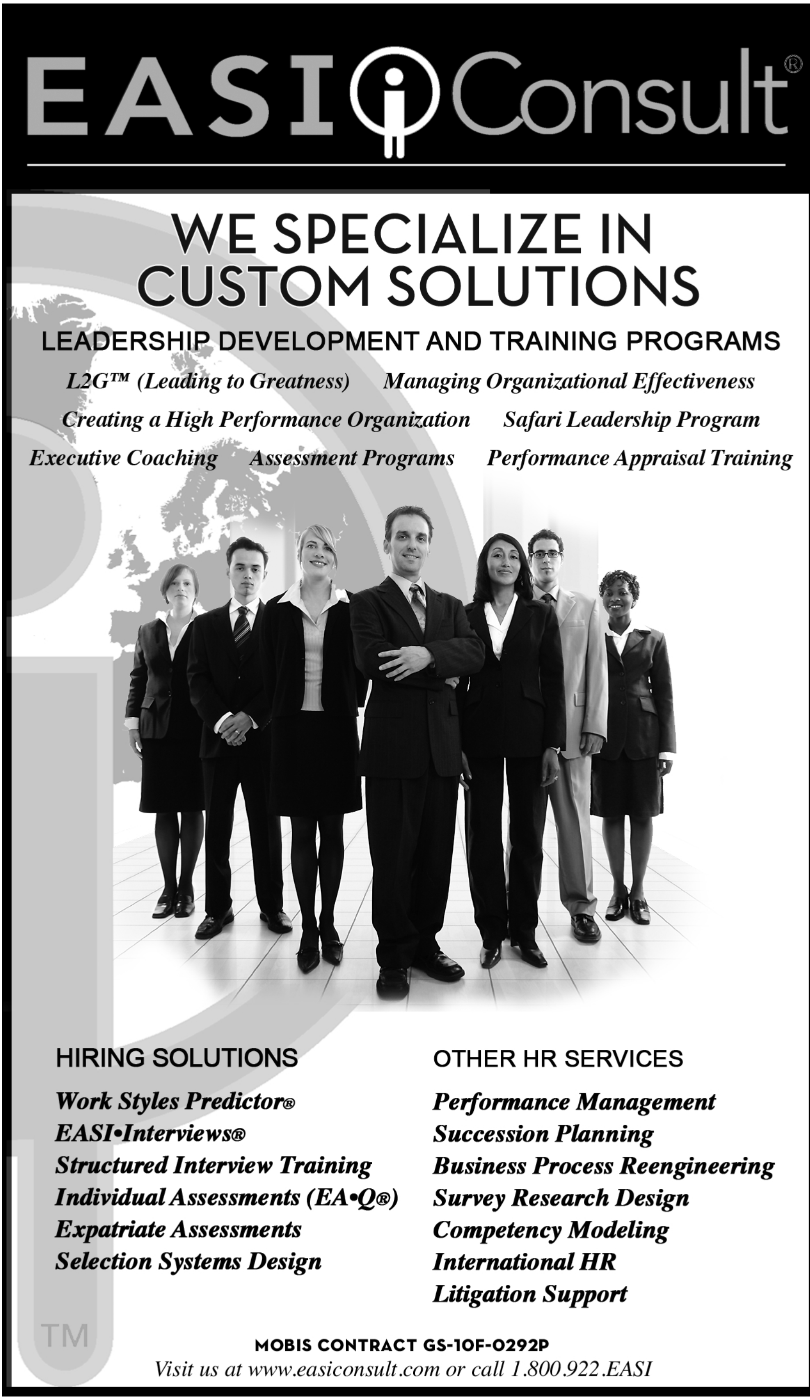
Other News

Now is the time to nominate practitioners deserving of SIOP recognition for contributions to the field.

If you know practitioners deserving of recognition, please visit the SIOP Awards Web site (http://www.siop.org/siopawards/) to nominate them. This year, the award for Practitioner Contributions went unfilled for lack of nominations. Let's not let that happen again; there are too many in our community who are deserving of this kind of recognition and such recognition also helps us to celebrate the good that we can bring to organizations and work in general.

Finally—Mentoring Is Working and Expanding…

Be on the look out for opportunities to participate in the upcoming mentoring activities that the Practice Committee is working to bring to SIOP. At this year's conference, about 80 people took advantage of the 2nd annual speed-mentoring event. It was a great time for sharing of perspectives among peers, and its success was largely due to the solid efforts of **Mark Poteet** and **Samantha Ritchie,** who have worked very hard to launch and now sustain the speed-mentoring component of our practitioner mentoring strategy.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Translating the Magic Data: An I-O Psychology Fable

Eric D. Heggestad
University of North Carolina Charlotte

Author's Note: This fable was presented during the Lightning Round Session of the Saturday Theme Track entitled "Using Data to Influence Organizational Decisions and Strategy" at the 2011 SIOP Conference. For additional information on the lightning round/IGNITE session, please see **Rich Cober's Practitioners' Forum** in this issue. This fable was accompanied by 20 pictorial slides, which can be accessed on the SIOP practice wiki.

Once upon a time, there was a talented businesswoman who had a great idea and started a company. The company was an immediate success, and the businesswoman was happy and proud and made a lot of money. However, as the company grew to meet the demands of its many, many customers, problems began to emerge and the success of the company started to suffer.

The problem was that many of the people that she hired turned out to be bad employees. Some would steal, some wouldn't show up, and some were just plain lazy. No matter how hard she tried, she just couldn't seem to find the right people to work in her company.

One day, frustrated and sad, the talented businesswoman went to Starbucks to contemplate her employee problems over a grande nonfat mocha chino something or other. The Starbucks was very busy that day, and the only place to sit was at a table next to an older gentleman.

The talented businesswoman didn't know it, but the gentleman was a wise man. After a few minutes of silence between them, the wise man said, "You look so sad my dear, what's the matter?"

"I am a business owner," she replied, "and I am having trouble hiring the right people for my company. Over half of the people that I hire just don't work out, and my business is suffering."

"That is, very frustrating," said the wise man. "Have you consulted the magic data?"

"Magic data?" asked the businesswoman, curious and intrigued.

"Yes," said the wise man. "There exist magic data that can help companies like yours solve their employee-related problems."

"Where do I get these magic data?" asked the businesswoman.

"Apparently, my dear, it is all around us; it just needs to be captured, studied, and interpreted. It can provide powerful information, and I am sure that it can help you with your employee problems," said the wise man.

"How can I get some of these magic data of which you speak?" asked the businesswoman.

"Ah, that is the hard part," the wise man replied. "The magic data speak a special language that business people just don't understand. To know what

the magic data have to say, you have to seek the counsel of a rare and spectacular being called an I-O psychologist.

These beings have been trained over many years to speak the language data. They can commune with the data and give you advice on what to do."

"Thank you, wise man, I will go and seek the counsel of an I-O psychologist."

Three weeks later the businesswoman and the wise man happened to meet at Starbucks again. "I found an I-O psychologist to consult with the magic data."

"Yes, what did the being tell you?" asked the wise man with anticipation.

"I am not sure," said the businesswoman. "He sent me this e-mail, but I have no idea what it says or means."

She handed the e-mail to the wise man who studied it carefully. He then read it aloud, "The criterion-related validity of an unstructured interview is .14, and the criterion-related validity of the structured interview is .36."

"I don't understand either, my dear; this message is written in the mystical language of data. Did you ask the being to tell you what it meant in the language of business?"

"Yes," she said. "But he couldn't, he just kept repeating the words from the e-mail."

"I must apologize again, my dear, I should have told you that some of the magnificent beings become so taken with the mystical language of data that they don't develop the ability to speak the language of business. These beings often write about what they learn from the data in something they call journals."

A year passed before the two met again at Starbucks. The wise man could tell from the smile on her face and the bounce in her step that the businesswoman had found an I-O psychologist who could help her with her problems. "What did you learn?" the wise man asked.

"Well, I found another I-O psychologist, and as you suggested, she was a magical being. I showed her the e-mail and after communing with the magic data she said that the message was true. When I asked her what it all meant, she took a few moments to think and to do some calculations."

"Translating to the language of business she said that I have been using what is called an unstructured interview. The magic data told her if I used my interview on 100 applicants, then for every 20 people I hired only about 11 of them would turn out to be above-average performers."

"Then she said that if I were to use something called a structured interview to evaluate my applicants, I could expect that 15 of the 20 people I hired would be above-average performers. I understood! The magic data were informative and powerful."

"So you believe in the power of the magic data and the I-O psychologist beings?" asked the wise man.

“Oh yes,” replied the businesswoman. “I-O psychologists that can translate the magic data to the language of business are, as you told me, truly wonderful beings.”

“Since the I-O psychologist helped me develop the structured interview, my business is back on track and more successful than ever. I have been so impressed that I have hired a whole team of them. I even have one on my board of directors. Thank you, oh wise man, for directing me to these amazing creatures.”

The businesswoman excused herself to use the restroom and when she returned the wise man was gone. At that moment, she realized that she had never learned the wise man’s name. “Excuse me. Barista lady,” she said, “do you know the name of the gentleman I was talking to?”

“Yeah,” the barista replied, “He is in here every day. Apparently he is some sort of famous psychologist or something. His name is **John Campbell**.”

And the talented businesswoman lived happily ever after.

The End

Good Science–Good Practice

Jamie Madigan
National Archives

Tom Giberson
Oakland University

Welcome to another edition of **Good Science–Good Practice**, where we examine the intersection of solid scientific research and practical business issues. In this issue we'll discuss some of what we saw at SIOP but also other articles that caught our attention.

An article that one of us (Jamie) kept hearing come up during SIOP was a recent examination of competency modeling by Campion et al. (2011) in the recent issue of *Personnel Psychology*. In it, the authors attempt to summarize a set of best practices for developing, communicating, and making use of competency models derived from both applied and academic perspectives. Several of the other SIOP symposia on the topic of job analysis and competency modeling expended a fair amount of breath and ink on the topic of figuring out exactly how the two activities differ—if they do at all. The Campion et al. article shed some strong light on this often muddy topic, yet they aren't beyond admitting that things cannot be nailed down with complete authority. Instead, their findings are codified into a set of 20 practices you should consider when you find yourself setting your sights on a competency modeling project. These are grouped into three sets: identifying/analyzing competencies, organizing and presenting competency information, and using the fruits of a competency modeling effort.

The interesting thing about this article is that it includes, as mentioned, a wide variety of perspectives and seems to strike a nice balance between desires to hold on to scientific principles with both hands (e.g., rigorous data collection; using competency models to describe a theoretical model of job performance) and the pragmatic realities of conducting applied research in an active organization that sometimes shifts under your feet (e.g., using competency modeling to address new leaders' concerns as a "Trojan horse" for other organizational development initiatives). We particularly enjoyed the section on organizing and presenting competency information, which first debated the differences between job analysis and competency modeling in terms of presenting task information, then, with equal solemnity, reminded the reader to use simple, snazzy pictures in their PowerPoint presentations.

This is good stuff. Not many pure academics will arbitrarily develop a competency model in an effort to further scientific understanding, but practitioners do need that kind of structured, rigorous approach when they gather data and create models. Competency modeling continues to be a reality in

many organizations. As such, there's little to be gained from arguing whether or not we should do it; it's good to see some specifics spelled out for consideration and guidance.

Continuing on with the theme of "things that are going to stick around so we'd better learn to do them right," we have an article by Podsakoff et al. (2011) about employment interviews. Specifically, the researchers in this article examined the role of organizational citizenship behaviors (OCBs) on selection decisions born out of structured interviews. Many researchers have been agreeing for a while that OCBs are important not only to ratings of individual performance but also organization-level outcomes. Furthermore, organizational decision makers such as hiring managers know this, preferring to hire people more likely to engage in these kinds of extra-role behaviors.

Podsakoff et al. pose the question of whether or not evidence of such behaviors during a structured interview can affect global evaluations of candidates' qualifications for a job. They even went so far as to examine its effect on salary recommendations. Using college students acting as interviewers (we'd love to see this research replicated in real organizations, by the way) the researchers found that indeed those candidates who described more helping, voice, and loyalty behaviors on their part fared much better than those who displayed lower levels of the same kinds of behaviors. This occurred even when perceptions of interviewee performance on task-related factors were held constant. Interestingly, this effect was exacerbated when the position in question was more complex; for example, a manager relative to an administrative assistant.

As noted above, this is another nice example of an organizational reality (the weighting of OCBs in a selection decision) addressed in a scientific manner and incorporated into a formal model of performance and decision making. If managers are prone to making these kinds of decisions, research like this is an important part of standardizing the selection process and helping it adhere to helpful rules.

As Web sites have become a major recruiting tool, job seekers use them to form perceptions of the extent to which their personality and values "fit" with an organization's culture (Cable, Aiman-Smith, Mulvey, & Edwards, 2000). De Goede, Van Vianen, and Klehe's (2011) recent work examined the extent to which company Web sites influence a job seeker's perception of an organization's culture, above and beyond their perception of the organization's industry. Such fit judgments often predict whether or not the potential applicant will become an actual applicant (Dineen & Noe, 2009), thus reinforcing the need for organizations to have Web sites that facilitate the attraction and selection of individuals with the desired personality, values, and job skills.

The authors note that potential applicants are not naive; they typically have impressions of an organization based upon a variety of factors—including experience with its products and services, previous interactions with the company—or more broadly, based upon its industry. The authors wondered

about the extent to which a company's Web site could differentiate a company's unique culture from the stereotype suggested by its industry.

Given the positive outcomes of fit, organizations have a vested interest in differentiating themselves from their respective industry as they compete for the most desirable candidates. The authors posit that a company's Web site design could help to change applicants' perception of the company as a place to work. The first finding suggests that the organization's industry provides the initial perception of an organization's culture. The authors note that this can work for or against the company as it competes for talent. For example, applicants will be attracted or not attracted to a company in part owing to their perception of the industry itself, a reputation over which an individual company has no control. Thus, perceptions of an industry could persuade otherwise qualified and well-fit applicants to look elsewhere to apply for a job.

More importantly, De Goede, Van Vianen, and Klehe (2011) found that a Web site's design can influence and change a person's perception of a specific organization. The authors suggest this occurs by suppressing industry stereotypes and encouraging potential applicants to reevaluate their fit based upon information provided. The authors suggest that a well-designed Web site helps potential applicants evaluate the quality of the organization, helps them to overcome their stereotype expectations based upon the industry, and facilitates finding the information they seek. Importantly, this finding applies to individuals who initially perceived a lack of fit with the organization based upon their impression of the industry.

Continuing in a different vein on the topic of organizational culture, Harris and Ogbonna (2011) recently shared their work on culture control. The subject of culture control falls under the larger umbrella of controlling and managing people. Bureaucracy, planned socialization activities, teams, policies and procedures, and even surveillance mechanisms are examples of means for ensuring workers are doing what an organization wants or expects as opposed to what an individual might do more naturally. Recently, interest has turned to the efficacy of managing and controlling workers through actively managing organizational culture.

In this study, the authors posited several hypotheses, some representing antecedents and others representing consequences of culture control. The authors acknowledge that there are several lines of debate surrounding the notion of cultural control, including the ethics/morals of manipulating people through control of the larger culture (c.f., Ray, 1986) and whether it is even possible to control employees through culture (c.f., Ogbonna & Wilkinson, 1990). Based upon their measures of cultural control, their results suggest that organizations do engage in activities, such socialization and indoctrination, designed to influence and control people. Their findings also suggest that organizations can and do have some success with managing and controlling through cultural control.

What are some antecedents of culture control? The findings suggest that formal socialization processes, employee need for approval by work colleagues, and perceived job mobility may impact the extent to which employees believe managers make concerted attempts at culture control.

What consequences might follow from cultural control? The findings here suggest that, consistent with some ethical concerns about cultural control, attempts to control through culture can lead to lower levels of employee self-esteem, and higher levels of job-induced stress.

On the whole, this study suggests that although cultural control happens and can be effective at controlling workers, it can have lasting negative repercussions that could eliminate any positive gains.

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Science–Practice-Impact: An Expanding I and O

Stuart Carr
Masssey University

In this issue of *TIP*, we reflect back on the conference in Chicago. And what a conference it was! Echoing in my ears are the watchwords from President Salas' moving farewell, and Editor Steelman's preface to the last issue of *TIP*, that we continue to link together science and practice, creating ever more impact. At the conference, we saw how this ambit is expanding rapidly, reflecting strong traditions in I and O responsiveness and relevance. In **Quo Vadis** this quarter, we focus on one particular aspect of that responsiveness to organizations in wider society. There were a number of prosocial sessions including workshops, symposia, and invited addresses at this year's conference. Here we garner some snapshots from delegates who attended one or more of those events, as an organizer and/or in a participating role. What did they make of it all? We also meet an international delegate whose travel plans were frustratingly thwarted at the last minute but who speaks to us now from Papua New Guinea about his science, practice, and impact.

Leo Marai lectures in I-O psychology in the Psychology Strand at the University of Papua New Guinea, in Port Moresby. Leo has published over 40 articles and book chapters, and he is a coeditor for the *Journal of Pacific Rim Psychology*, which focuses on science, practice, and impact (https://www.australianacademicpress.com.au/journals/details/7/Journal_of_Pacific_Rim_Psychology). Leo is a cochair of the Global Task Force for Humanitarian Work Psychology (www.humworkpsy.com) and the Asia-Pacific Network of Social Scientists and Medicine. For almost a decade, Leo has been researching the linkages between salary diversity and work performance, in Oceania, South Asia, and the Asia Pacific region.

Leo, can you tell us a little more about your work?

The "dual salary system" is a byproduct of colonialism whereby workers in developing societies, mostly non-Western, are paid lower than foreign workers, usually from the developed or Western countries. This holds true for Papua New Guinea where a dual salary system was set up by the Australian Administration in the 1960s and is still in practice to the present day. Today, the rationale for dual pay is much less clear because local and expatriate workers have (a) equivalent qualifications, (b) similar levels of experience and (c) job descriptions, and yet are (d) paid radically different salaries depending on their country of origin.

What is the I-O psychology of dual salaries?

Several studies have found the debilitating psychological effects of a dual salary system where both the higher paid expatriates and local lower paid workers are demotivated (Marai, 2002/3). In a recent comparison involving landlocked African, emerging, and island economies, dual salary differentials were most profound in the island nations of the Pacific, notably PNG and neighboring Solomon Islands (Guadalcanal). Moreover, locally salaried, largely local workers in PNG and the Solomon Islands were the most demotivated of all, feeling a keen sense of injustice, and were thinking of leaving their organizations and about brain drain (Marai et al., 2010). The findings from this research add value to the debate on poverty-reduction work in lower income countries, and they point to the relevance of basic salary reform and decent work.

Where do we fit in?

Although historically not always recognized, I-O psychology is terribly relevant to people's lives and jobs in my country. At a series of project workshops, local and international participants agreed to the abolishment of the dual salary system because it is unjust and unfair for local workers. Furthermore, the National Academic Staff Association at the University of Papua New Guinea has been actively pushing for the abolishment of the dual salary system at the university and across the country as a whole. Research by our team of I-O psychologists—our evidence based approach—has played a major role in this ongoing development. I-O has had real impact.

What more could I-O psychology do?

There is ongoing policy making, HR practice, and research interest in dual salary reform in PNG, as regards improving educational, health, and business service delivery among expatriate and local workers. In my PhD work, I am examining the dual salary system effects on general health of workers and the propinquity of social relationships among expatriate and local workers in this pay differential system. PNG has many rural and remote postings, and distance may be an important moderator of these links and the efficacy of poverty reduction projects, programs, and job creation investments.

Sara P. Weiner is a Kenexa consulting director and executive consultant. She leads a team of consultants that use the spectrum of Kenexa products and services including employee surveys to provide business insights to drive organizational change. Before joining Kenexa in 2007, Sara spent more than 16 years with IBM conducting enterprise-wide survey research. Sara holds a doctorate in industrial and organizational psychology from the University of Connecticut and served as program chair for the 2010 SIOP conference.

Sara, which sessions did you attend/lead at the conference?

I chaired the symposium "The Compelling Business Case for Corporate Social Responsibility." I also attended the preconference workshop "Doing Good Well: Putting the 'I and O' in CSR."

Could you tell us a little about your interest and work in this domain?

As SIOP program chair-in-training I chaired the Saturday Theme Track in 2009, which focused on corporate social responsibility, and our committee built a very inspiring and interesting program. However, there was very low attendance, which highlighted the fact that CSR and sustainability topics were not yet popular for I-O psychologists. This year at the conference, I wanted to explore how to get I-O psychologists more interested in this area.

I work for Kenexa, a company whose mission is to "Serve Humanity." I am chairing an internal committee that just announced a program called "Time to Care" that will allow up to five Kenexans each quarter to take up to a 3-month leave of absence to serve an organization or a community that serves humanity. There is no expectation that Kenexa will receive any benefits from this program, but rather we view it as an opportunity to support our colleagues in their service. We'll continue to pay employees' full salary and benefits during this time. I am quite thrilled to work for a company that shows this level of commitment in the area of organizational social responsibility.

What were the highlights from the sessions?

The session I chaired had four presentations that contributed to understanding the benefits of focus on CSR in business. I was encouraged this year that about 45 people attended and it was a mix of practitioners, academicians, and graduate students. We invited people to share their contact information and will combine this list with those who attended the Community of Interest session on a related topic. This growing community is sure to spark further interest and research!

At the workshop on CSR, we reviewed a number of interesting studies and discussed provocative ideas. The small group exchanged our own experiences and expertise, and we are likely to collaborate in the future.

What more could we do, as a profession, to foster this kind of work?

The low turnout for the 2009 CSR Theme Track, and the 2011 CSR workshop, serve as an unexpected inspiration for me. I-Os must do the research to show the effects that a focus on CSR/sustainability can have on attraction and retention of talent, along with the growing bevy of investors who have a keen focus on choosing companies who demonstrate they are responsible.

Do you have a take-home message for* TIP*/Quo Vadis readers?

I-Os can have a powerful influence on helping companies make decisions that will benefit their bottom line and that will have far-reaching influence on promoting positive outcomes in society and on the earth.

Amy Frost is currently an I-O doctoral student at Louisiana Tech University (LTU). She returned to study after 8 years of working internationally in both the defense industry and humanitarian realm as a project and program development manager in the Middle East, Central Asia, and the Horn of Africa. Amy has a MA in I-O psychology and a BA in psychology from LTU.

James Stephenson has worked with a variety of local and international civil society actors throughout the past 10 years in the field. His experience includes support to humanitarian aid missions in the Balkan Peninsula, East Africa, the Middle East, and South Asia. James has a master's in international affairs from Columbia University as well as bachelor's in history from the same institution.

Amy and James, what session did you attend and what was its gist, in your views?

We attended the special session on Humanitarian Work Psychology: Achievements, Applications, and Controversies.[1] This provided a brief overview of the events leading to the formation, accomplishments, and goals of a global task force. Presenting were representatives from universities, civil society organizations, and the private sector. Having followed the development and progress of the task force and humanitarian work psychology interest groups over the past year, we thoroughly enjoyed meeting the like-minded people we have come to know through e-mail correspondence and social networking sites.

What were your reactions, given your experience and background?

From the standpoint of an I-O doctoral student, two specific areas interested me and connected with my experience: pay disparity and the CSR initiatives.

Over the past 2 decades, the rapid expansion of the field of international development has brought to bear pressures to ensure the efficiency and effectiveness of interventions, as well as accountability to donors and beneficiaries (e.g., http://www.cochrane.org/cochrane-reviews/evidence-aid-project). However, the role of humanitarian staff, both expatriate and local, has often been overlooked with regard to program effectiveness. Without an effective management structure and cohesive working environment, nongovernmental organization (NGO) staff cannot perform their daily functions. Ultimately, this affects the implementation of programs and results in beneficiaries not receiving life-sustaining assistance. Having been in the position to manage multicultural teams, I have seen that pay disparity is an issue. So I found the focus of Project ADDUP on pay justice to be a significant first step in addressing a fundamental I-O issue in everyday humanitarian work.

The current push for private sector CSR investment in developing nations provides another vital opportunity for I-O psychologists to become involved. With extensive quantitative and psychometric training, I-O psychologists are well-equipped to provide expertise in developing assessments of what initiatives are most needed and desired in local communities. Opportunities exist to work in conjunction with psychosocial support programs and their personnel, identifying needs and evaluating interventions. I-O psychologists can help prevent duplication of effort between current NGO programs and planned CSR initiatives and ensure that activities are aligned with local needs.

[1] For interested readers, this will shortly be available on the conference DVD.

From the standpoint of a humanitarian professional: I was delighted to hear about different applications of I-O psychology to humanitarian assistance—from screening potential pools of volunteers in disaster management to tackling more contentious issues like pay equity. These contributions echo a number of efforts under way to forward the agenda of aid reform focusing on aid effectiveness and stakeholder accountability. Humanitarian assistance certainly covers a wide spectrum of interventions, from life saving to long term sustainable development, and methods to promote increased effectiveness of aid are often as nuanced as the complex environments in which programs operate. As I-O psychologists have valuable research and experience to contribute, donors and agencies might allocate funding to cover synergy with fields that look to maximize project impact and demonstrate results.

What kind of challenges (and opportunities) did the session identify?

From the standpoint of a doctoral student: As someone who worked for an NGO, I agree there is not widespread awareness of our field. Organizational practices, procedures, and cultures in NGOs often differ from the private sector. I-Os interested in this field can devote time to studying and understanding the unique challenges that humanitarian organizations face in recruitment, selection, retention, motivation, and training. Perception about the applicability of our expertise is just as important as the reality, so we also need to position ourselves effectively.

Capacity building is another challenge addressed during the session. I-O needs to build I-O capacity in low- and middle-income countries, supporting education and practice through pro bono projects, mentoring, and collaborative research. By supporting the formation of professional networks globally, we are already making a difference (http://www.humworkpsy.org/). I-O can also address capacity building within humanitarian organizations themselves. A core tenet for most NGOs is supporting attainment of knowledge, skills, and abilities by their local staff. By conducting needs analyses, I-O psychologists can assist NGOs design, develop, implement, and evaluate training systems.

What else could SIOP do to support such initiatives, do you think?

From the standpoint of a doctoral student: It would be beneficial to continue to offer humanitarian work psychology and CSR sessions at the annual conference. As evidenced by attendances this year, the membership harbors a strong desire to explore prosocial avenues in research, practice, and impact. Ultimately the key to maintaining the forward momentum is to get more people involved. SIOP is a wonderful opportunity to educate students, researchers, and practitioners on this exciting application of I-O to nontraditional career routes.

What else could I-O psychology do to interface more effectively with practice?

From the standpoint of a humanitarian professional: Given the economic downturn and limited budgets, aid is increasingly focusing on what works,

including evidence-based approaches like I-O. In the field, I-O psychology can play an increasingly important role in developing policies that are a synergy of "textbook" I-O and recognizing local staff norms and customs. In addition, I-Os also would be adept at formulating policies to promote understanding between local NGO implementing partners and international NGOs ("new diplomacies") that allow for greater local ownership of "humanitarian response" and link with development priorities postemergency. Furthermore, I-Os can guide development and execution of plans to nationalize key positions even as emergency response is underway.

Just as important to remember: There is not always the need to leave your own city to engage in international development, for example, by conducting systematic reviews,[2] online volunteering, and cross-cultural training.

Thank you all so much, and thanks to SIOP for another inspiring conference!

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[2] These were featured recently in Briner & Rousseau (2011).

PRACTICE PERSPECTIVES

Shaping the Future of Industrial-Organizational Psychology Practice

Rob Silzer
HR Assessment and Development Inc./
Baruch College, City University of New York

Rich Cober
Marriott International

The field of industrial-organizational psychology is going through significant change. This has been noted in numerous professional articles, meetings, and conference sessions (see references). A recent survey on the future of I-O psychology practice captured the views of a highly experienced group of I-O practitioners on the future changes and on the steps that I-O practitioners and SIOP could take to address these changes (Silzer & Cober, 2010b, 2011a, 2011b; see Appendix for survey information).

In our view, it is critical for I-O practitioners and SIOP to be proactive and actively shape the future of I-O psychology rather than just be reactive and respond after changes happen. Otherwise we are trying to catch up to the changes rather than leading the changes.

This article will summarize some of the likely future changes identified in the Future of I-O Psychology Practice Survey and outline some steps that we believe should be taken to shape the future of I-O psychology practice.

Emerging Changes in I-O Psychology

Over the last 30 years industrial-organizational psychology has gone through many changes. One central change has been the significant extension of I-O psychology into consulting firms and business organizations. Some of the changes in the field have been embraced and even driven by professional I-O psychologists. For example, advances in validation research and research methodology have been often driven by I-O psychologists. Our field has been on the “leading edge” in these areas.

However, there are numerous I-O practice areas that have long been ignored. One example is executive coaching, which has been practiced by I-O psychologists for several decades now. But SIOP has been slow to recognize this area as a legitimate practice area of psychology (only recently was it the topic of an LEC conference), and even now seems to resist taking an active role in this practice area (either in training, researching, supporting, or certifying executive coaching). Another example is individual psychological assess-

ment (Jeanneret & Silzer, 1998) that has been listed as a core competency in I-O psychology for over ten years (SIOP, 1999), but is rarely included as part of graduate studies in I-O psychology (Silzer & Jeanneret, in press).

Another example, presented by Ryan and Ford (2010), is that the professional identity of I-O psychologists "is at a tipping point in its collective professional identity as it has evolved away from psychology to a critical juncture in term of distinctiveness from other fields" (pg 241). Although I-O psychology faces this challenge, it is not apparent to us that SIOP is taking any steps to support differentiation from other fields.

The Future of Practice Survey revealed a range of emerging and future changes to I-O psychology practice. See Silzer and Cober (2010b) for a more in-depth discussion of the changes identified in the survey. An overview of these practitioner-predicted changes can be found in Table 1.

Table 1
Emerging Changes in I-O Psychology Practice

1. The widening gap between I-O research and I-O practice
2. The evolving professional identity of I-O psychologists
3. Potential irrelevance and splintering of the field
4. Perceived competition to our field and the possible incorporation into other fields
5. Migration of graduate programs to business schools
6. Increasing focus on individual psychology and talent management
7. Diverging professional interests between a focus on individuals and on organizations
8. Need to be more relevant and useful to business clients and organizations
9. Increasing impact of technology, globalization, and economic conditions
10. Emerging opportunities to leverage our data-driven and research-based approach
11. Changes to I-O psychologist roles and careers
12. Increasing demand for demonstrating the ROI of our contributions

Many of these are significant emerging changes to the field, yet we believe there is little evidence that SIOP is giving sufficient attention to them. In 2008, the Practitioner Needs Survey findings suggested that one of the greatest concerns among practitioners was a perceived growing gap between I-O psychology science and practice (Cober, Silzer, & Erickson, 2009a; 2009b). Although many researchers may have assumed that science is always ahead of practice, the practitioner experience suggests that, in many areas of I-O psychology, practice is on the leading edge of the field and is looking for more research support. These disconnects have resulted in practitioners being dissatisfied with SIOP support (Silzer et al., 2008). It is our hope that recent focus on the synergy between science and practice builds positive energy and productive dialogue to inform SIOP's strategic direction.

Some of these emerging changes are happening now and require more urgent attention. Some are internal to our profession, and some are external. For example, an internal change is the widening gap in our field between research and practice, and the diverging professional interests and identities. Ryan and Ford (2010) suggest that we are close to a tipping point in our professional identity. Externally there has been an increasing acceptance and use

of psychological knowledge and tools by organizations. This has precipitated a need for more clearly defining our professional standards and distinguishing our value and contributions from other fields.

These two major changes are noticeably impacting our field: (a) the internal widening gap between research and practice and (b) the external need to distinguish our profession. Yet, we seem to take no action and hold on to outdated views of our field. Just proactively addressing these two issues alone could bring significant benefits to our profession and SIOP members.

As we consider the future, it is critical that SIOP take a proactive stance to prevent us from falling into the trap of reacting to the changes in our field rather than driving them.

Steps That I-O Psychologists Can Take

In order to shape the future of I-O psychology practice, there are things that individual practitioners can do. For example, many I-O practitioners in organizations and consulting firms do not identify themselves as I-O psychologists, nor do they add the PhD degree to their business cards. Initially many practitioners did this as a way of blending into an organization and trying not to intimidate others. However, now that I-O psychologists are much more prevalent, visible, and accepted in organizations, we should now come out of hiding and use the designation as a way of distinguishing ourselves from the many other people and professions who are trying to do what we do. Instead of promoting our field and our knowledge we often hide it.

One of the best ways of promoting our field would be if all SIOP members actually declare themselves as I-O psychologists. This would greatly help to distinguish and brand our profession and signal the higher level of contributions and performance that we bring to an organization.

The Future of Practice Survey revealed quite a few suggestions on what I-O practitioners can do to advance and shape the field. See Silzer and Cober (2011a) for a more in-depth discussion of these suggestions for practitioners. In our view, the primary actions that I-O practitioners can take to shape our future are listed in Table 2.

Table 2
What Can I-O Psychology Practitioners Do?

1. Proactively promote I-O psychology to organizations, clients, and the public
2. Identify ourselves as I-O psychologists to our clients
3. Leverage our knowledge across business and human resources
4. Improve our skills in communicating and in addressing organizational needs
5. Focus on critical issues that are related to organizational and individual effectiveness
6. Make an ongoing effort to stay current on I-O practice and research
7. Take accountability for pursuing own professional education and development
8. Spend more time knowing the business and learning about client issues
9. Stay professionally active by continuously learning, sharing, writing, and presenting
10. Build new tools and integrated approaches to issues
11. Connect our work to business outcomes
12. Bridge the gap between science and practice; connect practitioners and academics

I-O practitioners should feel some commitment not just to their own career but also to professional I-O practice. That means not only taking steps that benefit them as individuals but also steps that advance the whole field and I-O practice. Certainly continuing to build and broaden professional knowledge and skills is central to individual success, particularly as we learn about and adapt to changes in our client organizations. However, each of us should also feel some responsibility for advancing I-O practice. That means serving as the front line for promoting I-O psychology and educating our clients, the business community, and the public about our profession.

Just taking steps in these two areas—(a) building our practice skills and knowledge and (b) promoting I-O practice—could have a major impact on the future success of our field. I-O practitioners need to take a proactive and forward looking approach and be ambassadors for our profession. As a profession we have extraordinary skills and knowledge that we should leverage to a much greater degree to benefit organizations and individuals as well as the science and practice of I-O psychology.

If we would like to have greater impact and influence in organizations, then we need to focus our efforts on building the visibility and reputation of the profession. That is the responsibility of each of us acting for the profession.

Steps That SIOP Can Take

SIOP has a critical role in shaping the future of our profession. For many years, SIOP primarily served to advance the science of I-O psychology. However, as I-O practice emerged as a full profession in the 1980s, there was a growing need to support and promote I-O psychology practice to organizations and individuals. This continued to grow in the 1990s and 2000s as the number of I-O psychologists going into practice significantly increased. In fact, today most I-O psychology graduate students are interested in pursing a career in I-O practice. Therefore, it is essential that SIOP increase its attention to advancing the whole profession, including I-O practice as well as I-O science.

The Future of Practice Survey identified many steps that SIOP can take to address and shape the future of I-O psychology practice. See Silzer and Cober (2011b) for a more complete discussion of survey suggestions by seasoned I-O practitioners.

In recent years SIOP has taken several steps to support I-O practice. These steps have included:

- Launch of the leading-edge consortium, designed to focus on I-O practice issues
- Development of the new journal—*Industrial-Organizational Psychology: Perspectives on Science and Practice*—that has encouraged more dialogue between practitioners and researchers
- Administration of the Practitioners Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008) that has more clearly identified the professional needs and interests of I-O practitioners

- Establishment of a practitioner mentoring program that includes an in-person “speed-mentoring” program at the SIOP conference and will soon include an online mentoring/networking initiative
- Establishment of the Practice wiki and SIOP Exchange for practitioners and researchers to exchange information and connect with each other
- Exploration of partnerships with organizations that can help practitioners gain better access to I-O psychology research
- Taken steps to better balance conference programs to meet the needs of practitioners as well as researchers

Although these SIOP actions have been helpful, much more needs to be done. In our view the primary action steps that SIOP should take to address emerging issues and shape the future of I-O practice are listed in Table 3.

Table 3
What Should SIOP Do?

1. *Promote I-O psychology.* Develop and implement a comprehensive public relations plan to promote I-O psychology and make the field significantly more visible to organizational clients. Establish that we are professional psychologists who make significant contributions to our clients.
2. *Address practitioner needs*. Put together a detailed, public action plan to address specific, current professional needs and interests of SIOP members who are I-O practitioners.
3. *Shape the future of I-O psychology.* Create a major SIOP task force that will address the future of I-O psychology and outline an action plan that will proactively shape the future of the profession. Ensure that I-O practitioners (i.e. SIOP members in organizations and nonresearch consulting firms) are fully represented.
4. *Complete the Practitioner Career Study.* Initiate and complete the Practitioner Career Study that will document current practitioner professional activities, define I-O practice, and outline professional practice standards and career paths.
5. *Start an I-O practitioner quarterly*. Develop and distribute a new I-O practitioner quarterly publication that will be written by I-O practitioners for practitioners and organizational clients. Modeled after other successful publications (such as the *McKinsey Quarterly*), the I-O quarterly will provide regular practice- and research-based articles that focus on I-O topics and can be readily shared with manager and executive clients.
6. *Bridge to psychology colleagues*. Build stronger bridges with other closely related fields of psychology. Hold joint conferences and meetings with consulting, social, and counseling psychology groups. Identify shared professional objectives and needs.
7. *Build practitioner networks*. Continue to initiate additional SIOP programs that build networking and professional connections among I-O practitioners.
8. *Help SIOP members get licensed*. Provide support for those SIOP members who want to get licensed. This might include licensing workshops and guidance, and the establishment of several model licensing programs that accommodate I-O psychology specifications with select states.
9. *Add practice competencies to graduate education*. Establish graduate education and training requirements for I-O psychology that fully endorse and require training in the critical competencies needed by I-O practitioners (recognizing that most graduate students are interested in pursuing careers in I-O practice). Publicly recognize graduate programs that meet those requirements.
10. *Build business acumen.* Provide more conference sessions that clarify the links between I-O psychology and business organizations (i.e. impact of business strategy, etc.). Help SIOP members develop greater business acumen.

Table 3 *(continued)*

11. *Recognize I-O practice and practitioners*. Provide greater recognition for I-O practice and practitioners within SIOP. Define and reward exceptional I-O practice.
12. *Give practitioners an equal voice in SIOP*. Consider ways to restructure SIOP so that I-O practitioners have an equal voice in SIOP and the direction of the profession and the field. Perhaps establish a Practitioner section in SIOP that contributes equally with researchers to the Executive Board.
13. *Establish a public presence for I-O psychology.* Establish a greater public presence for SIOP in areas and on issues that directly affect our practice. Build stronger relationships with business organizations, the media, and government decision makers to more directly influence the national and international discussion on issues related to work and management.
14. *Differentiate I-O psychology*. Put together an action plan to enhance the profile of I-O psychology within psychological disciplines to differentiate I-O from other areas and to ensure that I-O psychology is represented as a core discipline in undergraduate curriculums.
15. *Integrate I-O practice and I-O research*. Press for and celebrate the convergence of I-O practice and I-O research to support continued innovation. SIOP needs to find ways to support, recognize, and promote the creative and significant contributions of I-O psychologists.

In the past, some of the steps listed in Table 3 have been considered but not advanced in SIOP. Perhaps the first step is to get some agreement that our profession has significantly changed in the last 25 years and continues to change in important ways. That suggests clearly identifying the emerging changes by completing the Practitioner Career Study and charging a Future of I-O Practice blue ribbon group with the work of identifying the significant changes that are occurring and recommending an action plan for addressing them. Of course, these efforts need to be done in a professional but efficient way so we can soon move to action. Numerous SIOP members have complained that SIOP "never takes action" (see Silzer, Cober, Erickson, & Robinson, 2008). We risk having the world move past our profession unless we become much more action-oriented.

Although SIOP has taken some steps to support I-O practitioners, there is significant work left to be done. It is our view that SIOP does not fully understand or value the practice side of our field (for example, only 10% or less of SIOP awards and Fellow status are awarded to practitioners). When academic/research I-O psychologists think about practice they seem to focus on research conducted off campus. However, few I-O practitioners working in consulting firms and organizations do publishable, empirical research, and that has long been an issue when recognizing members for SIOP awards. I-O practice continues to be significantly undersupported by SIOP (see Silzer et al, 2008).

So a second important area that SIOP needs to address is to fully value and recognize I-O practice and I-O practitioners. Many of the suggestions listed in Table 3 are action steps to address this need. It might be helpful to start with defining I-O practice and fully recognizing I-O practitioners.

Taking steps and making progress in just these two areas—(a) identifying and documenting the changes to our field and (b) defining and recognizing I-O practice—could have a significant impact on making SIOP a professional organization that truly reflects the science–practice values of our profession.

SIOP needs to put in place and accomplish an action plan that includes a range of steps that support I-O practice. The future for the field of I-O psychology and the future careers of many SIOP members depend on making progress in these areas.

Conclusions

There has been an increasing awareness in the profession of how the field of I-O psychology is changing. However, we and SIOP have taken a mostly nonreactive approach to these changes. In fact, we believe there has been some resistance within SIOP to even recognizing these changes when they happen, much less to shaping the changes. There is a big gap between our professional ambitions and our passive posture to the field. A core question is whether I-O psychologists and SIOP are prepared to address these emerging changes and proactively shape the future of our field or whether we will just passively stand by as the world shapes us.

Our profession is in a unique position of seeing an integrated talent management picture in organizations and leveraging our knowledge of individuals, organizations, and systems to build effective individuals and organizations. However, we must get better at communicating it. Our perspective is that we need to be proactive and actively shape the future of I-O psychology and our impact on individuals and organizations.

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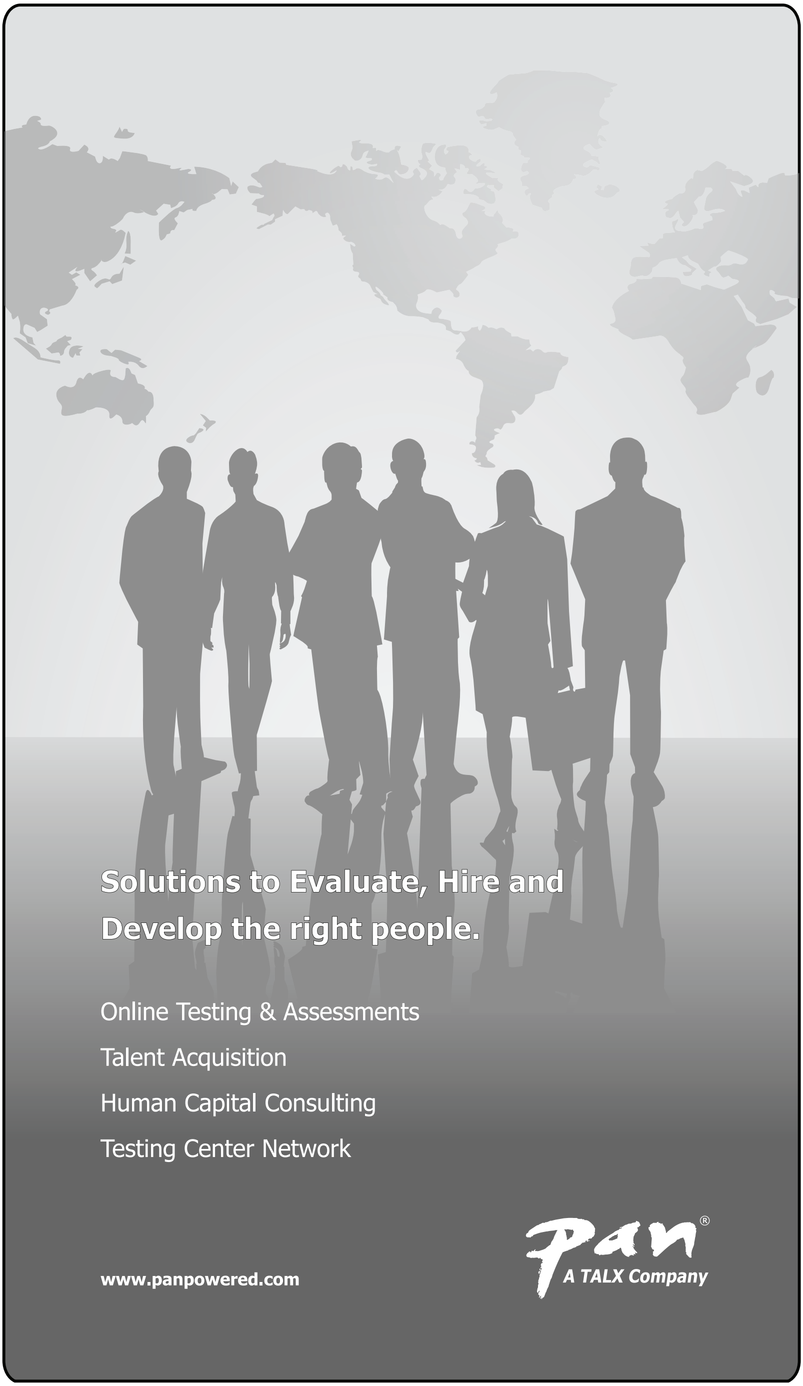
Appendix

Future of I-O Psychology Practice Survey

A brief survey on the future of I-O psychology practice was sent to a diverse sample of 80 seasoned I-O practitioners (1st quarter, 2010). Completed surveys were received from 50 leading I-O practitioners, including 20 SIOP Fellows. The survey team was interested in finding out how I-O psychologists saw the future of I-O psychology practice. The survey contained three open-ended questions:

Based on your own experience and insight, and thinking ahead to the next 10–20 years of I-O psychology practice:

- What are the three most likely future directions for I-O psychology practice?
- What are the three most important activities that I-O practitioners can do in the future to contribute to organizational and individual effectiveness?
- What are three steps that SIOP could take to facilitate I-O psychology practice in the future?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Participant Pool Considerations and Standard Practices

Satoris S. Culbertson
Kansas State University

I'm writing this column as the spring semester is coming to a close. I'm eager for the summer to begin, not because it means I won't be teaching (as I love teaching) or because I'll be traveling the country as an academic nomad (have you seen the gas prices?) but instead because it means that it's the time of the year where I get to really hunker down and focus on data analysis and writing. Of course, it's not that I don't do these things during the academic year, I just get to focus more exclusively on playing with all of the data that I've collected during the year.

One problem: Where are my data? By this I don't mean I lost some surveys. No, I mean I don't have the sample sizes I need (you know, according to those silly power analyses). Why, you ask? Good question. My research team has been running participants all semester and I had intended for the data collection aspect of my studies to be finished by now. Actually, I had hoped for them to be finished much earlier in the semester, but I'm happy with at least having data by the end of the semester. Unfortunately, it appears we will be continuing data collection on these same studies into the fall. I guess this means my summer has officially opened up and I'll now be lounging by the pool all summer long, drinking margaritas and rewatching episodes of *Dexter*. Okay, not quite.

Alright, so what happened? Let me first say it wasn't a huge shock to me that my sample sizes weren't where they should be. We actually realized quite early that we weren't getting the number of participants we wanted. And it wasn't only our lab. Other faculty members and graduate students were lamenting fairly early on that they, too, weren't getting the turnout of participants that they had hoped. It seemed, all were saying, that things were worse this semester/year compared to previous semesters/years. What was going on?

Could it be that we weren't requiring enough credits? If this were the case, how many *should* we be requiring? Were students choosing the alternative option (a reaction paper) at a higher rate, and if so, *why*? Were students no longer interested in participating in research? Or were students only interested in participating in online studies, and if that was the case, what could we do to encourage them to do the in-person studies? What "teeth" did we have to get students to participate in research? Was there anything we could do given that the Office for Human Research Protections (OHRP) states that individuals who agree to participate in research are free to choose not to par-

ticipate at *any time* without penalty, including simply not showing up for the research appointment (see federal regulation 45 CFR 46.116(a)(8))?

Being the investigative reporter that I am, I set out to find answers to these questions. Wait. I'm not an investigative reporter. BUT I am the columnist for the **Academics' Forum**, by golly, and people want answers! Or at least I did. So I set out to do a nonrandom, poorly designed, pseudoscientific survey of institutions of higher education to find out whether others were experiencing some of the same issues as we were and what they were doing to combat the issues. By this I mean I sent out some e-mails to friends at other universities to inquire whether they had a participant pool, what they did, whether they were as irked as I was, and what they were finding was "working" versus "not working." I also engaged in some leisurely perusing of the Internet, searching for places that had their participant pool requirement information posted and went from there—remember, this is a column, not a research piece. At any rate, through my efforts I was able to compile a list of different considerations and standard practices for participant pools. If nothing else, my hope is that the information that follows will help others know what are acceptable, possible options for ensuring their participant pools are successful.

One point of clarification before I continue: I understand that some readers may not fall under the direction of the OHRP or APA, who have reaffirmed this stance, but many do. I'm not aware (and didn't do the legwork to find out…sorry) of what other countries beyond the U.S. require when it comes to protection of human subjects, particularly in terms of nuances such as what constitutes a decision to withdraw from a study. Thus, many of my points about what is acceptable versus unacceptable will be based in large part on what is dictated by the OHRP and APA. That said, the guidelines have been established for a reason—for the protection of human participants—so even if you don't *have* to follow these guidelines, they're still a good idea to at least consider.

Okay, with that all said, here are the considerations and standard practices that I unearthed:

Course Credit Versus Extra Credit (Wave the Stick or Wave the Carrot?)

One of the first considerations when enacting a participant pool is whether to require some level of participation as a means to pass a class or instead simply offer extra credit for participation. Typically, it seems that departments within larger universities, especially those with an emphasis on research, tend to have some form of course credit requirement whereas many (though not all) of the departments at smaller colleges offered extra credit in exchange for research participation. For those departments giving course credit for participation, this seems to occur in one of two ways. Either students earn points for participating in a certain number of studies (which then goes toward their grade in the course) or they have a certain number of stud-

ies they must complete or they will receive an incomplete in the course (which could lead to a failing grade if not completed by a certain point in time). A standard practice at many places is to offer credit based on the duration of a study rather than consider all studies to be equal. So, rather than saying that participants must participate in five studies, for example (or some alternative, which I discuss later), many will say they must earn five research credits (or some similar term), with each credit being worth one hour of participation. Thus, in order to earn one research credit, someone could participate in a single hour-long study or participate in two half-hour studies.

So which is better: exchanging participation for course credit or for extra credit? There are pros and cons to each, of course. Those favoring the course credit option argue that this helps to ensure that participants are heterogeneous—so not just overachievers or those in dire need of extra credit. By requiring participation, individuals in the middle ranges of motivation and ability are likely represented. In addition, whereby the argument for having participant pools is not only to aid researchers but also to give students a chance to experience research first-hand and gain insight into the research process, it stands to reason that participation in some form should be a requirement for all. On the flip side, advocates of the extra credit option find this option to be more beneficial and enticing to students. For example, some people I spoke with noted that they have found that offering extra credit to participate in studies yields greater turnout than does having it be required.

A possible compromise between having participation be for course credit or for extra credit is to have a little bit of both. In addition to having a course credit aspect, departments could have every study above and beyond the required ones be worth a set amount of extra credit, up to a certain amount. Of course, this leads to the next consideration….

Number to Require and/or Allow (Whoever's Highest Without Going Over Wins)

The next consideration after determining whether to offer course credit or extra credit (or some hybrid of the two) for participation is to determine the number of studies/credits to require (if for course credit) or allow (if for extra credit). According to the OHRP, "reasonable levels" of extra credit or rewards may be offered for participation in research. But what is reasonable? Based on my queries, this seems to be a complete judgment call. By and large the typical ranges seemed to be somewhere between 4 and 10 credits, with research-oriented departments tending to fall on the high end of the scale and the more teaching-oriented departments falling on the lower end. In addition, departments at universities that used the semester system tended to have higher requirements/allowances than did departments that used the quarter system, presumably because it might be overly difficult to fit in too many studies in a short time frame.

In terms of what is the "correct" number, again, this seems to be a judgment call. The biggest thing to keep in mind here is whether your department would have enough ongoing studies at any given time to allow all students to complete the highest possible number of studies they can (or must) do. How many students would likely be in your participant pool at any given time? How many studies would you have going on, and how many participants would those studies need? Answers to these questions will help guide you in your decision of how many credits to require or allow. These answers, however, won't be enough. You really have another important consideration to make: What will be the alternative option?

The Alternative Option (Yes, Virginia, There Must Be an Alternative Option)

According to the OHRP, in order to minimize the possibility of undue influence or coercion, when course credit or extra credit (or other forms of rewards) are offered for participation, students must be provided with and informed of nonresearch alternatives involving comparable time and effort in order to fulfill their requirements or obtain the extra credit. In order to abide by this mandate, most departments appear to have an "alternative paper" option in which students select a journal article (from either a preselected list, a certain journal, a given timeframe, or some stipulation) and summarize it, provide reactions to it, or answer a series of questions about it. Most frequently the papers are worth one credit of research, meaning that students can choose to either participate in an hour's worth of research or opt to read the article and write a paper about it.

The use of a paper is not without its own considerations. What guidelines, for example, should there be for the articles students must read and how long would their papers have to be, especially considering the requirement that the alternative option must involve *comparable time and effort*? If you choose to have students summarize articles that are too dense or complex for a typical undergraduate student, do you risk the requirement being too cumbersome to where it is no longer a viable option? In this case, you may be in violation of the OHRP guidelines in that students may feel unduly influenced to participate in research studies. If you opt instead for students to submit a simple "reaction paper" to a "lighter" article, do you run the risk of the alternative option actually being easier than the research requirement? In this latter case, you're not so much at risk for violating OHRP guidelines as you are for losing a large chunk of participants from your pool because the alternative is more appealing than any studies would be.

Another issue to consider with the use of papers as an alternative option is how you will prevent plagiarism—not only from the article but from other students in different classes or semesters if similar papers are used—and identify it if it occurs. One solution is to have a preselected set of articles

from which students can choose and have this list vary from one semester to the next as well as from one class to the next. Another solution, which could be used in tandem with the first or on its own if no preselected list is used, is to utilize a plagiarism detector service (e.g., Turnitin, PlagiarismDetect) to ensure there isn't plagiarizing. Of course, there are concerns with the use of such programs and whether they violate students' copyrights and right to privacy, so if you go this route at least be informed of potential backlash.

Papers are not the only alternative option, of course. For example, in lieu of papers as alternatives, some departments allow students to go to events such as departmental brownbags and colloquia to earn credits. This could include many of the presentations across campus, including those offered by other departments. Related to this, some departments offer a few "movie nights" throughout the semester and show a film or documentary that students can get credit for if they attend. Considerations for these options include space considerations as well as logistics of granting credit. One way to address space concerns is to inform students that, similar to studies, they fill up. Departments could make available some of the brownbag/presentation opportunities and tell students that they have to sign up for them in the same way that they would have to for studies. Any students attending the events who didn't sign up simply wouldn't get "credit" for attending. To grant credit, a departmental representative would simply need to be present to take the names of students who are present or to give them participation vouchers to exchange for credit. Advocates of these options point out that attending an event is more similar to participating in research (at least face-to-face research) than is a paper because these require students to physically be present somewhere. Critics, however, highlight that these options don't require much in the way of active participation, which most research studies do. In addition, if the presentations or colloquia are too popular, you may run the risk of enticing individuals away from participating in research who might have participated otherwise.

Online and Team Studies (AKA the "Troublemakers")

There are two final considerations for participant pools, and they involve the "troublemaker" studies. Specifically, should there be special considerations for online studies and team studies. Regarding online studies, a common practice that I saw was to give less credit for online studies compared to in-person studies. For example, several departments would give .25 credits for a 30-minute online study but give .5 credits for a 30-minute in-person study. The rationale for this stems from the point that many individuals reported that participants seem to flock to online studies and avoid in-person studies. Consequently, the in-person studies would suffer low participation rates while the online studies would fill to capacity in a matter of days. Thus, it was determined that the amount of effort to participate in an online study was clearly

not the same as it was for an in-person study, especially when issues such as travel time for participants were taken into account. So making in-person studies worth more was deemed reasonable. In addition, several departments limit the number of credits that can be obtained online, with the reasoning being that it is important for students to experience a wider range of study types in order to meet the pedagogical goal of providing insight to students about the research process.

Team studies are another beast when it comes to participation pools. One need only stand outside of a research lab where a team of four participants is needed and only three show up to understand why team researchers are the heaviest drinkers among all researchers. Okay, fine. I made that up. But if I were a team researcher I'd drink heavily. The frustration of the no-show in a typical study, especially now that there is no penalty for not showing up, is already high. Now imagine that the no-show means that you not only lose that person but essentially lose three other participants (as you should award them some form of credit since they did show up). It's the type of things nightmares are made of. So, what do the poor team researchers do? The ones I spoke with offered a couple different suggestions for researchers who needed to get participants for team research from participant pools. First, they recommend having a "back-up study" that participants can participate in if there aren't enough people for the original team study, even if it's just a simple survey they can complete. In this manner, at least the participants aren't "wasted." They also recommended "overbooking" time slots. So, if you need four people for a team, have five sign up. If all five show up, have one person complete that back-up survey you have handy while the other four participate in the team study. Finally, they stressed the importance of sending reminders to participants about their sessions.

Closing Thoughts (Because This Wasn't Long Enough)

I think participant pools are great. Their presence benefits researchers by giving us a nice, convenient sample of participants to study. They also benefit students who are able to experience first hand what research truly entails and have a chance at helping to shape science. It is important, however, to remember that they are only one means of obtaining data, and participants derived from such pools may not be the best option for answering some research questions. The findings may not generalize and we may be led astray with sample-specific findings. All in all, we must remember that this is a convenience sample, and what is convenient isn't always best (unless we're talking about food on a stick at a county fair, in which case it is).

MAX. CLASSROOM CAPACITY

Marcus W. Dickson
Wayne State University

Receiving SIOP's Distinguished Contributions in Teaching Award was a real honor for me. What I didn't realize at the time was that the best part of receiving that award would be the opportunity to interact with other recipients of the award. From **Paul Muchinsky**, the first recipient, to **Dan Sachau,** last year's recipient (who gave his invited address at this year's SIOP conference), I have had the chance to get to know almost every recipient of the award. These folks continue to inspire me with their ability and passion. And every one of the award recipients will say that they know lots of I-O folks who have the same passion and ability as they do, that there are many, many talented teachers and educators in our field.

Over the last couple of years of this column, I have tried to "catch up" with prior Teaching Award winners, inviting them to guest write a column, as happened in a prior teaching-related *TIP* column for the earliest award recipients. With Dan Sachau's column below, we're now "caught up." Next year, this year's award recipient, **José Cortina**, will write a column here, following his presentation at SIOP. These columns together provide a wonderful archive of thinking on teaching. You can link to all of the prior columns through the SIOP Teaching Aids Wiki (siopwiki.wetpaint.com).

In Dan's column below, he talks about the importance of having chutzpah—and the story he tells shows that he has chutzpah to spare. The things he has accomplished at Minnesota State University, Mankato by taking chances, being willing to ask for forgiveness rather than permission, and just plain "doing it" are truly impressive. The Consulting Challenge, OERG, Psychological Frontiers radio program—it's worth reading.

Audacity

Daniel Sachau
Minnesota State University, Mankato

Frederick Herzberg said to me, "Dan, good teachers have chutzpah."

"*Chutzpah*?" I asked.

He explained with a parable:

"During the Six-Day War an Israeli fighter pilot experiences engine trouble and has to land his plane. His nearest option is a U.S. aircraft carrier. The pilot starts to make a descent to the ship. The control tower calls him off. He keeps descending. The tower threatens him. The pilot lands anyway. The

Captain of the ship, who is feared by all, charges the plane and screams at the pilot, “What were you thinking? We should have shot you out of the sky.” The Israeli pilot calmly replies, “Sorry, I thought the ship was one of ours.”

“Dan,” Fred said, “the Israelis don’t own any aircraft carriers. That pilot had chutzpah!”

I worked for Herzberg in graduate school, and he certainly modeled chutzpah. I am not sure where Fred heard the joke he told, but I’ve had this lesson in mind over the last 20 years when I created programs that were a little, well…over the top. My recommendation to young faculty members is this: If you find yourself thinking, “I’m not sure what administrators would think about this, but wouldn’t it be cool if we…,” then you’re probably on the right track. Here are some programs that I started at Minnesota State that I might not have landed had I first asked for permission. Maybe they will spark ideas for programs at your school.

OERG. The Organizational Effectiveness Research Group is a consulting practice housed in the MSU I-O Psychology program. Faculty members serve as consultants and students work as project managers. Students get to travel, meet with clients, negotiate contracts, manage interaction with clients, perform data analysis, prepare reports, and make presentations. The OERG has local (City of Lake Crystal, MN), regional (OptumHealth), national (U.S. Air Force), and international clients (Atrain, GmbH). The benefit is that master’s level students get the opportunity to gain hands-on experience while they are still in school. We use income from the projects to fund student programs and buy equipment. There is a steep learning curve for the students, but they love the opportunities.

Consulting Challenge. Each year, I organize a case competition for students in I-O master’s programs. Students from MSU, University of Northern Iowa, St. Cloud State, and Roosevelt University participate in the 3-day event. The case is based on a real-world problem that a host organization has experienced. Students meet on Wednesday morning at a hotel in Minneapolis. They are given a fictional request for proposals for consulting services and a packet of reports, data, and directions. Teams get to meet with the host on Thursday and they must have a proposal and presentation ready by Friday. The presentations are reviewed by a panel of judges including executives in the host organization, faculty from the various schools, and consultants from the Twin Cities. Unlike business school competitions, schools do not compete against each other. Instead, students from each school work together on teams. The Consulting Challenge is challenging. Students get very little sleep over 3 days. Students face tough questions from judges but they do get a very real look at the life of a consultant. 3M, Data Recognition, PDI Ninth House, Best Buy, Ameriprise, Cargill, UnitedHealth Group, Medtronic, and Target Corp. have hosted the Consulting Challenge. Case competitions are common in business schools but, oddly, not in I-O programs. I think many students

would benefit from similar case competitions, and I encourage faculty to start them. In fact, come join ours. We would love to have you.

International Service Learning. Every other year, I lead an international trip with our graduate students. These trips are 2 to 3 weeks in length. The first trips focused on international business and I-O psychology and involved travel to Belgium, France, Czech Republic, Portugal, Singapore, Hong Kong, Vietnam, and Thailand. We typically visited U.S. firms with overseas offices. We would also meet with political officials involved in human resource training and development. In the last few years we added a service-learning component to the trips, and this has increased the value of the tours. Three years ago, faculty and students traveled to South Africa to work at a school that provides basic business training for students from impoverished townships. Last year, we traveled to Ecuador and spent time at a technical high school in the rainforest. The trips are hard work for the students, but they are proud of the work they do. More importantly, the trips have a long term effect on the interests and values of students. If you want assistance connecting to an international school that needs your help, just give me a call.

Psychological Frontiers Radio Show. My latest, I wonder if this could work…project involves a weekly radio show. National Public Radio runs a variety of 2–3 minute radio shows focused on science (e.g., *Earth and Sky*) and history (e.g., *A Moment in Time*). These were the inspiration for creating a show on psychological research. I contacted the manager of the campus radio station and asked if faculty could write a series of 2-minute spots that summarize current and classic studies in psychology. The manager was happy to help because most university radio station managers have a mandate to assist academic programs, but few departments reach out to the stations. KMSU provides studio and air time, and the shows run twice a week. Each of the faculty members in the psychology department contributes two scripts per semester. Dawn Albertson, a psychology department faculty member, is the voice of the show and Emily Stark, another faculty member, helps produce the show. We are now asking graduate students to write scripts. The scripts are a nice vita entry, and I think that the writers enjoy the process of describing their favorite studies in terms the general public will understand. Interested in writing a script? We need more. Feel free to send them.

Real World Projects. All of my classes involve hands-on learning projects. Undergrads in my motivation course learn about job design by taking a job with a local temp agency that specializes in light-industrial work. Stats homework assignments include company data sets and opportunities to present analyses to managers. In addition to classwork, students at MSU participate in a weekly speaker series where alumni and local consultants talk to students about human resources and I-O psychology.

No Harm in a Little Fun. My conspirators in the MSU I-O program include **Lisa Perez, Andi Lassiter,** and **Kristie Campana**. They are excel-

lent teachers and wonderful colleagues. Andi, Lisa, Kristie, and I really enjoyed our graduate experience, and we wanted our students to have a similar collegial relationship with faculty. In order facilitate this, we moved all the faculty and students into a suite of offices and spent too much OERG money making the office comfortable. We also organize an annual fall conference. This is a 3-day orientation session held at a resort on a lake in northern Minnesota. Alumni, faculty, and the I-O program advisory board members attend the conference. The event includes alumni presentations, student presentations, and boating. The fall conference is a great way for people to get to know each other. In addition, we organize yearly Halloween, Christmas, Super Bowl, and graduation parties. Further, students and faculty convene at a local restaurant every Wednesday night.

Audacity. Many of the MSU programs are a bit unusual. Had I first asked for permission, the university administrators might have argued that the OERG model was too complicated, third-world travel too dangerous, the Consulting Challenge too stressful, the temp-agency jobs too risky, the radio show too time consuming, and the fall conference too fun. But in every case, the success of the students sold the administrators on the benefits of the programs. So young professors, have a little fun, try something unusual, challenge your students, give them a safe place to fail, offer hands-on learning experiences, and enjoy your time with them. It takes a little chutzpah to bend the academic mold, but the rewards are worth it.

Please address correspondence regarding this manuscript to: Daniel A. Sachau, PhD, Professor, Director of the Graduate Program in I-O Psychology, 23 Armstrong Hall, Minnesota State University, Mankato, MN 56001. Sachau@mnsu.edu. 507.389.5829.

More on the projects can be found at:

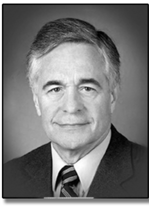
Albertson, D., Stark, E., & Sachau, D. (2010, May). *Psychological Frontiers: The radio show bringing psychological science to the community.* Midwestern Psychological Association Convention, Chicago, IL.

Sachau, D., Brasher, N., & Fee, S. (2010). Three models for short-term study abroad. *Journal of Management Education, 34*(5), 645–670. doi: 10.1177/1052562909340880

Sachau, D., Fee, S., Johnson, A., & Wittrock, J. (2009, April). International service learning. Poster at the 24th Annual Conference of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Sachau, D. & Foti, R. (2011, April). *Award winning wisdom.* Teaching panel presented at the 6th Annual Society for Industrial and Organizational Psychology Junior Faculty Consortium, Chicago, IL.

Sachau, D., & Naas, P. (2010). The Consulting Challenge: A case competition. *Journal of Management Education, 34*(4), 605–631. doi: 10.1177/1052562909358556



Announcing the Joyce and Robert Hogan Award for Excellence in Personality and Work Performance Research

Milt Hakel

The SIOP Foundation Board of Trustees is delighted to announce the Joyce and Robert Hogan Award for Excellence in Personality and Work Performance Research, a new award to be given by SIOP this coming year.

The award honors Joyce and Robert Hogan, whose exemplary and groundbreaking work has established a legacy of excellence in I-O psychology. Clear conceptualization and compelling data are hallmarks of the Hogans' work. The Hogan Award will reinforce those attributes in our field and stimulate work that advances the practice of evidence-based human resource management.

Presented annually, the Hogan Award will recognize the best published or unpublished paper on personality and job performance from the previous year. Successful entries will:

- Have a sound scientific base
- Show innovation and excellence
- Advance understanding of how personality is related to competent occupational performance
- Be completed and dated the previous year
- Be nominated by members of SIOP, including Student and International Affiliates, with at least one SIOP professional-level member as an author

In discussing the award, Robert Hogan said that it is important to spur continued innovation around the subject. "SIOP has been the world epicenter for applied personality research for the past 20 years. The purpose of the Hogan Award is to keep the flame alive, to insure that SIOP continues to be a major source of innovative applied personality research."

The Hogan Award for Personality and Work Performance will be presented annually beginning in 2012, and will carry a $1,500 cash prize. The award is funded through an endowment the Hogans created at the SIOP Foundation. Gifts to the Foundation enable members to support I-O psychology with charitable contribution dollars. The Hogan Award exemplifies the

synergy that the Foundation brings to SIOP and its members. Proceeds from the Foundation's endowments support SIOP's programs of small grants, scholarships, and awards on a continuing basis, funding SIOP programs that otherwise would draw against member dues.

Your calls and questions to the SIOP Foundation are welcome. Join Joyce and Robert Hogan, other contributors to the SIOP Foundation, and the Foundation Trustees, because together we are building for the future. Reach us at:

The SIOP Foundation
440 E Poe Rd Ste 101
Bowling Green, OH 43402-1355
Phone: 419-353-0032
Fax: 419-352-2645
E-mail: LLentz@siop.org
E-mail: MHakel@bgsu.edu

A Record-Breaking SIOP Takes the Windy City by Storm!

Lisa M. Finkelstein, Conference Chair
Northern Illinois University

Mariangela Battista, Program Chair
Pfizer

Pssst…Celebrate Science and Practice! That was the theme of our 2011 SIOP conference and the password to our swinging closing reception. Attendance at the conference blew past the record as early as Wednesday and topped out with a total of 4,637 registered conference goers! From what we could see, sessions were full, presenters were enthusiastic, and SIOPers were engaged in learning, networking, and having a blast with old friends and new in Chicago.

We had some exciting new features this year, including the SIOP mobile planner, which was easily accessible by smartphone, and up-to-the-minute coverage of the conference on many social media outlets.

Let's recap some of the highlights of each day of our successful event.

Wednesday

Robin Cohen's Workshop Committee developed and delivered a set of 12 cutting-edge workshops. After the workshops, registrants and presenters were treated to the can't-be-missed workshop reception (complete with the traditional shrimp) and the special treat of the SIOP 2011 ice sculpture in the spectacular Grand Ballroom.

Mark Frame chaired a fantastic set of sessions for 23 new faculty members at the 6th Annual Junior Faculty Consortium.

Taylor Poling and **Linda Shanock** hosted an outstanding set of sessions for the 40 advanced doctoral students nominated from around the world at the Lee Hakel Industrial-Organizational Psychology Doctoral Consortium.

Pauline Velez hosted a very stimulating and informative 5th Master's Student Consortium for 56 nominated students currently enrolled in master's programs. Early feedback shows the consortium continues to be a great success in providing valuable information and great networking opportunities.

The SIOP conference ambassador program was a big success this year with 163 first-time conference goers selecting their own ambassadors from a long list of volunteers. This year the program was coordinated by Membership Commitee Chair **Kim Smith-Jentsch** and Student Affiliate committee member **Julia Fullick** (both at University of Central Florida). A special thanks to all of our volunteer ambassadors and to Julia for the long hours she put in to making the program a success!

Mariangela Battista and Kim Smith-Jentsch (Membership chair) hosted a welcome reception for attendees who were new to the SIOP conference. Net-

working opportunities facilitated meaningful new contacts among new and seasoned members. Many SIOP ambassadors attended. It was also great to see undergraduates who were experiencing the conference for the first time and exploring whether I-O was the future career path for them.

Thursday

Opening Plenary

Lisa Finkelstein kicked off the conference by welcoming attendees to the 26th conference, or as she put it, the first conference of our next 25-year journey! Incoming Awards Committee Chair **Leaetta Hough** recognized the 35 award, grant, and scholarships winners, and Fellowship Chair **Wally Borman** introduced 11 new SIOP Fellows. President **Eduardo Salas** briefly took the stage to introduce the SIOP presidential coin. Ed has instituted a method by which Executive Board members can recognize acts that exemplify or support good science and practice by awarding this coin. Next, our SIOP Foundation president, **Milt Hakel,** provided a report on the SIOP Foundation. President-Elect **Adrienne Colella** convinced us all (if we hadn't known it already) that Ed Salas is indeed "the most interesting man in the world." As the ballroom came alive to the tune of *Copacabana* (a Salas favorite), Ed took the stage and gave a heartfelt talk about the meaning of I-O to him and his life and urged us all to really recognize and celebrate the importance of both science and practice to our valuable field. He highlighted on the big screen dozens of projects that have been done as part of science–practice teams as he spoke to us.

After the presidential address, Adrienne Colella announced the winners of this year's elections: **Julie Olson-Buchanan** (Conferences and Programs Officer), **Michael Zickar** (Communications Officer), **Steven Rogelberg** (Research and Science Officer), and **Doug Reynolds** (President-Elect).

Lisa Finkelstein closed the plenary session by highlighting several features of this year's conference.

Other Features

Our timely Thursday Theme Track was "Managing HR for Sustainability," chaired by **Deniz Ones** and **Stephan Dilchert**. This well-attended theme track featured an opening keynote by Dominique Nils Conseil, the president of the Aveda Corporation.

The Committee on Ethnic Minority Affairs held its annual meeting, followed by a wonderful reception.

The International Affairs Committee hosted a lively International Members' Reception.

For the 5th year we highlighted the top-rated posters during the Thursday evening all-conference reception.

Friday

Laura Borgogni (University of Rome), Ornella Chinotti (SHL Italy), and **Franco Fraccaroli** (University of Trento) presented an invited panel discussion on I-O psychology in Italy. Grazie mille to the panelists and all who attended!

Liu-Qin Yang and her Friday Seminar Committee hosted four outstanding and well-received sessions. The speakers of those sessions included leading researchers as well as representatives from the major federal agencies (National Institutes of Health, National Science Foundation, and National Institute of Occupational Safety and Health) that fund I-O research.

Bart Craig hosted the 3rd SIOP Master Collaboration series that highlighted two presentations on the promises and challenges of boundary-spanning collaborations (one featuring an academic and a practitioner and one featuring an internal consultant and an external consultant).

Bell Rose Ragins, John Cornwell, and Ron Ophir led an interactive invited session on sexual identity in the workplace.

After holding its annual meeting, the Lesbian, Gay, Bisexual, and Transgender Committee held a fun reception for LGBT members and allies.

The Executive Board sessions included an invited address on occupational health psychology by Norbert Semmer (University of Bern). **Suzanne Tsacoumis** worked with the Executive Board to identify the full day of outstanding presentations and speakers.

Saturday

Cold and rain did not deter 129 participants from rising early to participate in the Fun Run, held along the stunning Chicago lake front, again organized by **Paul** and Pat **Sackett**. The event was renamed this year as the Frank Landy SIOP 5K Fun Run, in memory of our colleague Frank, a cofounder of this event.

Deborah Rupp chaired the Saturday Theme Track, “Using Data to Drive Organizational Decisions and Strategy.” This standing-room-only event featured a powerhouse line-up of speakers along with innovative presentation techniques. Please see Deborah’s article in this issue highlighting some details of this event and providing information on how to obtain presentation materials and select recordings.

Closing Plenary and Reception

The conference culminated in the closing plenary. Robert Cialdini (president of Influence at Work) gave an engaging talk of the power of ethical influence. Dr. Cialdini demonstrated how the science of influence can be applied in an ethical way to many situations we all encounter in our professional and personal lives. Specifically, we learned that the power of the principal of reciprocity is at its strongest when we give first and when we make sure our acts are meaningful, surprising, and personal. At the end of the plenary, Ed Salas passed the gavel to our incoming president, Adrienne Colella, who then announced her theme for her presidency: the impact of I-O psychology.

Immediately following the closing plenary, we skedaddled on over to the SIOP Speakeasy! All those who knew the password (and, well, ok, if you didn't we gave you a big hint…) were treated to boas and fedoras while they lasted. After entering through the special entryway (mechanical cat-in-a-trashcan and all!), partygoers were treated to fantastic Chicago-style food, two ice sculpture martini luges, and upbeat party music from the band Red Woody (check them out at redwoody.com and on Facebook)!

Sunday

Despite yet another day of unseasonably cold weather, 16 brave SIOP souls ventured forth and enjoyed a Chicago Architectural Foundation walking tour where they heard tales of the Great Fire of Chicago and the eccentric yet brilliant couple Bertha and Potter Palmer. Following the tour, they enjoyed a scrumptious brunch at Lawry's Prime Rib.

Throughout the Conference

In lieu of a Sunday volunteer activity this year, we continued to promote our project to raise money for Make it Right in New Orleans, a project to build homes for those who lost theirs during Hurricane Katrina. We have a team-sponsored home: The House That SIOP Built. Thus far we have raised over $25,000 toward the $100,000 needed. See http://www.siop.org/ Conferences/09Con/Regbk/house.aspx for donation instructions.

Laurel McNall coordinated an interesting lineup of 12 Community of Interest sessions this year.

Ryan O'Leary, Kevin Smith, and their committee served 390 job seekers and 51 employers at the Placement Center. These numbers are up from last year. **Tracey Rizzuto** coordinated 90 student volunteers! Tracey and the student volunteers made sure the conference ran smoothly by helping with many behind-the-scenes tasks including conference bag stuffing, sign deployment, traffic flow, registration, and the like.

Superman (aka Dave Nershi) and the dynamic Administrative Office staff did an outstanding job of keeping the conference on time, on track, and loads of fun.

We write this article at the end of April, just barely recovered from the incredible and exhausting week we spent in Chicago but still completely thrilled about how well things came together and how much fun we had. Believe it or not, by the time you read this, the first conference planning meeting in San Diego will have already taken place and the ball will be set in motion for a phenomenal SIOP 2012 (where we are willing to bet the weather will be a tad warmer). See you all in San Diego!

Saturday Theme Track: Using Data to Drive Organizational Decisions and Strategy

Deborah E. Rupp, Incoming Program Chair
University of Illinois at Urbana-Champaign

The Saturday Theme Track at this year's SIOP conference focused on using data to drive organizational decisions and strategy. It was a remarkable success—our apologies to those who did not have a seat! Sessions explored people analytics, data-based decision making, and the skills required for infusing strategy with I-O data. The program was interactive and included a wide range of formats such as expert panels, research symposia, and a science–practice "lightning round."

- Keynote speaker **John Boudreau** spoke about people analytics, and our ongoing quest to make I-O knowledge more managerially relevant. We learned about the mental models of leaders as an untapped resource for making HR/employment-related decisions and how the tools of psychology might be used to uncover the reasons why organization leaders often seem to ignore/misapply I-O evidence/knowledge.
- **Wayne Cascio** and **Anne Herman** presented a case study focused on multiple aspects of the employee experience. Data from different levels, sources, and so on were brought together and analyzed, providing lessons around things to plan for, things you cannot plan for, and a plan for how to get started.
- **Scott Brooks** and **Richard Vosburgh** presented data from a study of HR executives' evidence-based decision making and discussed art of addressing this challenge.
- **Evan Sinar** chaired a symposium featuring **Scott Highhouse, Nathan Kuncel,** and **Sara Rynes**, which provided insights for overcoming the traditionally poor receptivity of business leaders to empirical and quantitative information. Presentations focused on managers' preference for intuitive over data-driven decisions, techniques for communicating results to business leaders, and the impact of published literature on practice.
- **Michelle Donovan*, Nancy Tippins,** and **Alan Church** provided a no-slide, tell-all panel discussion about what it really takes to influence in today's organizations (hint: a little relationship building, some data, and a lot of persistence). Panelists shared successes and challenges, valuable lessons they had (or wished they had!) learned from grad school as well as insights on how to influence leaders and drive change.
- **Autumn Krauss** and **Jay Steffensmeier** brought the first ever IGNITE session to SIOP! This format, which came out of the IT and creative communities of Seattle (http://ignite.oreilly.com/), forces participants to present for 5 minutes with 20 slides that advance every 15 seconds

*Look for articles summarizing these sessions in this and future issues of *TIP*.

(no exceptions!). Krauss, Steffensmeier, along with coconspirator Evan Sinar, were successful in recruiting nine of SIOP's biggest names to have a go at this challenging yet persuasive format. We heard from **Elizabeth Kolmstetter, Jeff Facteau, Doug Reynolds, Brian Welle, Steve Hunt, Rich Cober*, Robert Gibby, Rod McCloy,** and **Eric Heggestad***. What we got was a truly amazing set of creative and inspiring presentations focused on I-O's role in influencing organizational decision making with the data/methods we know best. In line with the IGNITE philosophy, they enlightened us—and made it fast!

Big thanks go out to our presenters and committee members (which also included **Jeff Kudisch** and **David Woehr**) for making this a very special day of themed programming.

Check out the SIOP wiki for the Saturday Theme Track's presentation materials: http://siop.editme.com/Saturday-Theme-Track-2011.

To order a recording of the IGNITE lightning round or the Boudreau keynote address go to http://www.siop.org/Conferences/11Con/Regbk/dvd.aspx.

So Many Great Speakers, So Little Time: The Sixth Annual Junior Faculty Consortium Report

Mark C. Frame
Middle Tennessee State University

The Sixth Annual Junior Faculty Consortium (JFC) was held on Wednesday, April 13, 2011. Twenty-three participants signed up to hear from and interact with many talented and knowledgeable members of SIOP. Participants began the JFC by meeting each other and completing a self-assessment to set goals for the afternoon. The annual "How I Managed the Tenure Process and Remained Reasonably Sane" panel featured **Suzanne Bell, James LeBreton,** and **Robert Sinclair** discussing their varied paths toward tenure and the lessons learned along the way. Before we took a break for lunch, **Michelle Hebl** stopped by to discuss the SIOP Teacher's Bureau and explain the concept of the "Anti-Vitae" to the participants.

In the first of the three "Award Winning Wisdom" panels, **Michael Campion, Paul Sackett,** and **Neal Schmitt** shared their insights regarding research. Not only did these prominent researchers provide the JFC participants with valuable advice, but they also shared stories of their own career development. The teaching-focused panel featured **Roseanne Foti** and **Daniel Sachau.** Dr. Foti encouraged the JFC participants to "take control" of their teaching and Dr. Sachau discussed some of the ways in which he has created applied learning opportunities for graduate students. In the new service-oriented panel, **Janet Barnes-Farrell** and **Steven Rogelberg** discussed how JFC participants could find the right high-impact service opportunities.

The 2011 "Editorial Process" panel again resulted in a lengthy and informative question and answer session. Five journals (*Industrial and Organizational Psychology: Perspectives on Science and Practice; Personnel Psychology; Journal of Applied Psychology; Journal of Business and Psychology;* and *Journal of Management*) were represented, and JFC participants were treated to the editorial insights of **Cynthia McCauley, Frederick Morgeson, Steve Kozlowski,** Steven Rogelberg, and **Deborah Rupp**. The editors discussed the review process, submission processes, and submission statistics for their respective journals. They also fielded a variety of questions and provided the participants with excellent advice.

The postconsortium survey revealed that overall participants were generally pleased with the 2011 SIOP JFC, and 62% of the respondents reported that they "learned a great deal during the 2011 JFC." Of the respondents, 69% reported that they would consider participating in the 2012 SIOP JFC. According to the written comments, participants appreciated the "great opportunity to meet and network with others at similar career levels" and the "wisdom of the speakers." Participants were reportedly happy that the panelists were "engaging directly with the attendees." Participants also provided

some feedback on how to improve the JFC for 2012. For example, the majority of the participants suggested the addition of a session regarding grant writing and a session on manuscript writing.

The 6th Annual SIOP JFC was an informative and enjoyable afternoon. I'm proud to report that the SIOP JFC continues to serve as a valuable opportunity for pretenure faculty to learn and develop their skills as instructors and researchers. The SIOP JFC also has an online "LinkedIn" social networking Web site, which allows us to communicate and encourage each other.

On behalf of all of the 2011 JFC participants, I thank the panelists for their willingness to share their time and expertise, as well as their dedication to developing SIOP's pretenure academicians. Special thanks to the great people in the SIOP Administrative Office, **Lisa Finkelstein,** and the entire SIOP 2011 Annual Conference Steering Committee. The SIOP JFC would not be possible if it weren't for their continued support and guidance. I'd also like to thank **Jessica Bagger, Wendy S. Becker, Joyce E. Bono,** and **James L. Farr** for the time and effort they put into the first three SIOP JFCs. We've already begun planning for next year, and there are some changes in store for the 7th Annual JFC. We hope that all of SIOP's members in pretenure academic positions will consider joining us for the 2012 SIOP JFC in San Diego!

LGBT Committee and Allies Outreach With The Night Ministry

Brian Roote
SHLPreVisor

The LGBT Committee made a commitment to leverage the talents and skills we possess in I-O psychology by giving something back to the Chicago community during our annual SIOP conference. On Saturday afternoon, we worked with The Night Ministry (www.thenightministry.org), an organization that connects with Chicago's vulnerable, at-risk, LGBT and straight young adults through street outreach, youth shelter, and supportive services. The youth ranged in ages from 14 to 21 years and represented diverse ethnic backgrounds. Many have never applied for a job before and were in need of guidance on resumé writing, interview etiquette, social media best practices, and financing a college education. SIOP volunteers conducted an interactive session on these topics, followed by individual coaching stations. Our goal was to help overcome the youths' unique set of circumstances and give them tailored guidance in pursuing a more successful future.

The day began with a tour of the shelter, a small three story building in downtown Chicago. The youth coordinator explained that residents had a maximum stay of only 8 weeks. The typical room accommodated two individuals; one room included cribs to accommodate small children. Another room had its own bathroom attached for youth with special needs or for those who identified as transgender. Each occupant had a small bed, a nightstand, and a dresser. Although the young occupants were allowed to decorate their rooms, not a single room was decorated, making the rooms seem gloomy and highlighting the fact that this was not home but a transitional stop. It was after our walk through of the shelter that we each realized that we had our work cut out for us.

We walked away from the experience with a sense of overwhelming accomplishment. The committee plans to create a wiki on the SIOP Web site to hold the materials used during outreach events in an effort to systematize the outreach program and make the service available to anyone who wishes to conduct this type of training. It is our hope that we can create a year-round outreach program with shelters, colleges, and communities across the country. The LGBT Committee looks forward to our next outreach project at the 2012 SIOP conference in San Diego, and we hope to continue growing and developing the program each year. Please contact the LGBT Committee Chair Brian Roote (brianroote@gmail.com) if you would like to participate. We encourage all SIOP members to join us in serving our community. It does not take much to make a difference in the lives of people who are less fortunate than we are. Over the next 12 months, we ask that you save the unused shampoo and soap from the hotels you visit and donate them to The Night Ministry at 1110 N. Noble St., Chicago Illinois, 60642-4105.

The following are reflections from the SIOP volunteers.

Brian Roote, SHLPreVisor, Atlanta, Georgia: On a cold and rainy Saturday, it was difficult to walk into our new friends' home and unexpectedly ask that they stop watching the playoff game between the Chicago Bulls and the Indiana Pacers. Having gotten off on the wrong foot, we were going to have to earn the respect of the young people who now filled the room, arms crossed, and unsure of what to expect. Our large group session was lively and very interactive as we discussed tips on how to ace the interview. One by one, they became increasingly engaged and interested in what we had to share. During my one-on-one coaching session, I asked the youth to interview me, a task that brought immediate smiles to each of their faces. Before I knew it, I was squirming in my chair, rambling off my best responses to questions about my greatest strengths and weaknesses. Even though it was in good fun, the young men and women proved to be a discerning audience and quickly targeted the pros and cons of my responses. As I reflect on our experience now, it is my hope that this program can expand greatly and one day reach young people across the country.

Gavan O'Shea, HumRRO, Louisville, Kentucky: I won't soon forget my "mock interviews" with the wonderful young adults living at The Night Ministry. They were so much more talkative and open than I had thought they would be. A few of their responses to my questions really have stuck with me; when I asked one young man to describe his work experience, he started by saying that he didn't have any. Then, as I was thinking of how to follow up with him, he described how he had volunteered, at age 15, to read to children at his local public library because he had enjoyed listening to adults read stories to him when he was a young child. He told me he was nervous when he first read aloud, but the fact that the children clapped when he was finished made him confident to come back and do it again. The smile he had on his face when relaying this story was contagious. On a lighter note, another memorable exchange occurred when I posed the question, "Tell me about one of your weaknesses" to another young man. After a long and thoughtful pause, he replied, "Women."

Daniel C. Kemp, Florida International University, Miami, Florida: I conducted a rapport-building and information-exchange session with the purpose of evaluating the youths' communication skills and ability to verbalize affirmations of their future. One particular young man had a lasting impression on me. Both sharing a love of cars, he informed me that his dream used to be to work at Foot Locker and eventually open up an auto mechanic shop. I noticed the past tense of his response and probed for an explanation. His issue appeared to be one of self-defeat. I found it hard to believe that a 17-year-old could speak about his dreams in the past tense. It was at that moment that I realized the obstacles that many youth face, and it is my hope that I was able to point them in a more positive and self-confident direction.

Larry Martinez, Rice University, Houston, Texas: Not only were we able to help the youth in their goals, they gave me something that I sincerely needed. I had the opportunity to speak with a young woman who said she was afraid of being discriminated against by potential employers. She told me about her last interview, which went well until the interviewer asked her if she was a lesbian. She responded that she was in fact a lesbian and asked if that was a problem for the employer. She was told that it was not, they were just curious; she did not receive a call back for the job. I like to think that I am connected to the experiences of LGBT individuals. After all, I have been openly gay for almost 10 years, spent time in the military, and do a lot of research on LGBT experiences at work. However, despite these experiences, hearing this story first hand really touched me and made me realize that discrimination still occurs, and the research that we do is needed. This young woman's experience was a real-life indication that our work is directly applicable to improving the experiences of employees, despite our many unique and wonderful differences.

Jacob Waldrup, Florida International University, Miami, Florida: I was charged with informing the youth about the financial-aid process of applying to colleges and universities. Although most of them knew about the process itself, I was able to educate them about the various loan types and the more distal processes of how to go about paying for your loans during and after college. One nervous young woman struck a chord in my experience, but after putting her at ease and discussing the benefits of maintaining eye contact and exuding confidence, she quite literally became excited at the fact that she could accomplish this simple feat. As hesitant as these young adults may have been at our arrival, their skepticism was equally matched by their appreciation and excitement at the end of our session.

Natasha Buxo, Florida International University, Miami, Florida: The Night Ministry volunteer event was a unique and significant experience for me. First, although I have volunteered before for other causes, I have never been involved in an I-O-related outreach program. Second, as a 2nd year PhD student, my I-O training has been heavily theory and research based, so being able to turn my declarative knowledge into something practical and meaningful for these young people was not only constructive for them but also for me. Third, I feel privileged to have had the opportunity to meet and work alongside these other I-O students and professionals. We all came from different states and countries and brought with us an array of experience and interests; we came together, pooled our expertise, and were able to make a difference in the lives of some vulnerable Chicago youth. Although none of us really knew what to expect, everyone at the shelter that day walked away with something. I look forward to next year's conference and to contributing further to the LGBT committee's volunteering efforts.

Keshia R. Allen, Capella University, Raeford, North Carolina: During this volunteer session with young adults in Chicago, I assisted them in building and conveying a positive Internet profile. My goal was to inform the young adults how to differentiate fun, personal, and social gossip from professional, business, and image-conscience presentation. We discussed how potential employers could use social media to gain insight as to how applicants present themselves socially and professionally. At the end of our session, each participant found that by being socially mindful through Internet networking, we can increase our visibility and chances of being sought after and recommended by potential employers.

Jason Raad, Northern Illinois, University, Chicago, Illinois: I was immediately struck by the optimism and resilience the young adults demonstrated despite the many challenges they face. My role was to review their cover letters. I found many of them were familiar with the standard three-paragraph cover letter but due to their age or lack of experience did not know how to convey their enthusiasm to potential employers. In the consults that followed, I asked each of the residents to list all of their accomplishments and think about how those accomplishments might be of value to an employer. We then discussed strategies they could use to highlight those skills in their cover letters. Although we were able to get a lot accomplished in those 5 minutes, in reality we had only just begun! I hope that our visit was as gratifying to the residents of The Night Ministry as it was for us. I know that we are all eagerly anticipating updates!

THe Educational Outreach (THEO) Program at SIOP 2011

Kizzy M. Parks
K. Parks Consulting Inc.

Mikki Hebl
Rice University

Preceding the start of the 26th Annual Society for Industrial and Organizational Psychology Conference, the Education and Training Committee (E&T) partnered with the Committee for Ethnic Minority Affairs (CEMA) and arranged THe Educational Outreach (THEO) Program: An Introduction to I-O Psychology. The session was geared toward teachers and professors (particularly those constituents who come from high schools or colleges where there are currently no I-O programs, teachers, or classes) in the Chicago area to introduce the field and teach basic principles of I-O psychology. The goal for the THEO event was to increase awareness of I-O psychology in the general psychology curriculum. During the course of the 4-hour event, seven speakers presented on a variety of topics. The presenters and topics were:

- **José Cortina:** Previewing the Field of I-O Psychology
- **Paul Muchinsky**: I-O Psychology and Environmental Sustainability
- **John Binning**: The Nuts and Bolts of Selection
- **Roseanne Foti:** Organizational Teams
- **Juan Madera:** Diversity Issues in Organizations
- **Stephanie Johnson**: Women in I-O Psychology; Issues in Leadership
- **Marcus Dickson:** Cross-Cultural Research

Although the turnout was lower than expected, one participant traveled from Wisconsin to attend, and all the participants provided favorable feedback about the event. To date, all of the speakers agreed to return next year to present at the 2nd Annual THEO event during the 2012 SIOP conference in San Diego.

We are grateful for the support and participation of E&T and CEMA committee members, SIOP Executive Board, the speakers, and the attendees. Our goal is expand this outreach effort and institutionalize this collaborative activity at all future SIOP conferences. If you would like to assist with THEO or have any suggestions, please contact Mikki Hebl, SIOP Chair of Education and Training, at hebl@rice.edu or Kizzy M. Parks, SIOP CEMA Chair, at kparks@kparksconsulting.com.

2011 Frank Landy SIOP 5K Fun Run

Paul Sackett

The 19th SIOP 5K Fun Run, renamed this year in memory of Frank Landy, was held along the Chicago lakefront on Saturday, April 16. After forecasts of high winds and a rain/snow mix, it turned out to be a pretty good day for a run, with rain holding off until just as we finished. Perennial winner **Stephen Murphy** once again placed 1st in the men's division, with **Loren Blandon** moving up from last year's 3rd place to win the women's division. HumRRO took the honors this year in the team competition. We hope for sunshine next year in San Diego: Come join us!

Top 10 Men		**Top 10 Women**	
1 Stephen Murphy	17:44	1 Loren Blandon	20:52
2 Eric Day	18:26	2 Chelsea Jenson	22:12
3 Kevin Reindl	19:05	3 Ashley Thomalla	23:16
4 Robbie Brusso	19:40	4 Laurie Wasko	23:25
5 Frank Mazzocco	19:47	5 Danielle Crough	23:34
6 Alex Ramsey	19:56	6 Erica Barto	23:35
7 Michael Cullen	20:53	7 Michelle (Mikki) Hebl	23:36
8 David Anderson	21:08	8 Allison Gabriel	24:01
9 Michiel Crommelinck	21:23	9 Karey Jamison	24:14
10 Klaus Melchers	21:39	10 Jessica Bowling	24:25

Above: Penn State faculty and students participated in the Fun Run in shirts reading "grad school is not a sprint, it's a marathon" on the front and "in memory of Frank Landy" on the back.

Age Group Winners

Women Under 40		Men Under 40	
1 Loren Blandon	20:52	1 Stephen Murphy	17:44
2 Chelsea Jenson 2	22:12	2 Robbie Brusso	19:40
3 Ashley Thomalla	23:16	3 Frank Mazzocco	19:47
Women 40-49		**Men 40-49**	
1 Michelle (Mikki) Hebl	23:36	1 Eric Day	18:26
2 Connie Wanberg	27:05	2 Kevin Reindl	19:05
3 Lynn Bartels	29:19	3 Michael Cullen	20:53
Women 50-59		**Men 50-59**	
1 Annette Towler	25:52	1 Mike Russiello	22:32
2 Joy Hazucha	29:29	2 Paul Sackett	24:06
3 Pat Sackett	36:19	3 Kristofer Fenlason	24:30
		Men 60-69	
		1 Eric Sundstrom	9:26
		2 M. Peter Scontrino	29:28
		3 Robert Lord	43:49

Four-Person Teams

HumRRO	96:55
University of Minnesota	104:21
Akron	111:32
Batrus Hollweg	145:31

Mixed Doubles

Miguel Gonzalez/Erica Barto	45:49
Klaus Melchers/Pia Ingold	48:05

Advisor/Advisee

Mikki Hebl/Larry Martinez	47:08

Scientist/Practitioner

Annette Towler/Kathleen Sheehan	52:22
Tim Franz/Paul Mastrangelo	57:13
Dana Dunleavy/Jaclyn Jensen	69:52

SIOP Program 2012: San Diego

Deborah E. Rupp
Purdue University

Planning for the 2012 annual conference in sunny San Diego is already well under way! The 3-day program format will continue to include master tutorials, Friday seminars, communities of interest, interactive posters, keynote speakers, a blockbuster theme track, and the heart of our conference, the peer-reviewed programming. Next year's theme track will consist of a full-day conference within a conference, focusing on discrimination from the perspective of science and practice.

Below is a high-level timeline to help you plan for the 2012 conference:

Early July, 2011: Call for Proposals (electronic only). Members will receive an e-mail message with a Web link to the Call for Proposals.

Early-Mid July, 2011: Reviewer Recruitment. Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP professional members (Fellows, Members, Associates, International Affiliates, and Retired statuses) are eligible. SIOP Student Affiliates who have successfully defended their dissertation proposal and presented at a SIOP conference as a first author are eligible. The review process is essential to the success of the program and we encourage everyone to sign up. WE NEED REVIEWERS! PLEASE SIGN UP!

September 14, 2011: Submission deadline. The submission process will be entirely electronic. The Call for Proposals will have details. (This deadline always arrives faster than we think it will, so do get started thinking about your submissions!)

Early October, 2011: Submissions sent out for review.

Early November, 2011: Reviews due back.

Early December, 2011: Decision e-mails. Submitters will be sent (electronic) decision letters regarding their submissions.

Mid-February, 2012: Program published. The conference program will continue to be published both in a hardcopy booklet and on the Web.

Please note that more and more communication will be electronic and drive you to the SIOP Web site for information and action.

Presidential Coin Celebrating Our Science and Practice Award Winners

The SIOP Presidential Celebration Coin for Science and Practice is a special recognition program implemented by SIOP President **Eduardo Salas**. The purpose of this award is to recognize SIOP members who go beyond the call of duty and exhibit exemplary and extraordinary behavior in support of our science and practice. This is a special recognition given by a SIOP Executive Board member for specific and demonstrable actions, events, and/or behaviors that promote SIOP's scientist–practitioner model and bridge the gap between science and practice.

Below is the list of recent award winners who were recognized at the 2011 conference. The coins themselves were awarded in front of their peers (at the workplace or meetings) by Executive Board members.

Recipient: **Peter Chen**
Nominator: **Deb Major**
Awarded: November 30, 2010

Through his cutting-edge NIOSH-funded research, Peter Chen is making work safer for construction workers. Two training programs, "Safe Talk" and "New Tools for Hard Hats," have been distributed nationally. Both programs have strong theoretical underpinnings and have been empirically tested.

Recipient: **Evan Sinar**
Nominators: **Doug Reynolds** and **Scott Highhouse**
Awarded: Jan. 27, 2011

Evan Sinar's (DDI) work has focused on the development of multifaceted selection tests that use validation studies and local norms to optimize prediction while reducing the potential for adverse impact; he also conducts research focusing on the implications of the assessment environment for reactions to the assessment and toward the sponsoring organization. Evan regularly coordinates research and presentations across consulting organizations and between practitioners and researchers, regardless of employment setting, for presentation at SIOP and other outlets. On the occasion of the acceptance of over 20 SIOP sessions for the 2011 conference that he helped to coordinate, Evan was awarded the SIOP coin.

Recipient: **Dan J. Putka**
Nominators: **Suzanne Tsacoumis** and Doug Reynolds
Awarded: January 31, 2011

Dan Putka (Human Resources Research Organization [HumRRO]) epitomizes the science–practitioner model, generating unique and creative ideas to advance the field in ways that have a solid application to the work world. There is no doubt his efforts will continue to have appreciable impacts on

both communities. For example, he is currently performing work on (a) modeling ratings arising from the ill-structured measurement designs typical of applied research, (b) alternative methods for estimating interrater reliability, (c) modeling person–environment fit for personnel selection, and (d) exploring applications of spline regression. Dan has proven to be brilliant at finding ways to take significant leaps in these research areas by applying theory to real-world problems.

Recipient: **Mark Poteet**
Nominator: **Joan Brannick**
Awarded: February 25, 2011
Mark Poteet's (president of Organizational Research & Solutions) work covers a broad range of areas, including management assessment and coaching, mentoring, 360-degree feedback, selection, career development, and performance management. Mark also maintains an active program of research, having authored multiple publications in peer-refereed journals, presented research at national conferences, coauthored a book chapter, and coauthored the book entitled *Designing Workplace Mentoring Programs: An Evidence-Based Approach*. In recognition of Mark's contribution in both his research and practice on mentoring to a multiyear effort to create and implement a Practitioner Mentoring Program for SIOP, Mark was awarded the SIOP coin.

Recipient: **Rich Cober**
Nominator: Joan Brannick
Awarded: March 1, 2011
Rich Cober's (vice president of Talent Management Analytics and Solutions at Marriott International) work involves creating, implementing, and evaluating talent-management practices. Rich has also published in peer-refereed journals, presented research at national conferences, and coauthored a chapter in the *Comprehensive Handbook of Psychological Assessment, Vol. 4: Industrial/Organizational Assessment* (2003). On the occasion of the acceptance of his 25th SIOP presentation (18 programs/7 posters since 2003), Rich was awarded the SIOP coin.

Recipients: **Ben Schneider** and **Karen Paul**
Nominator: Joan Brannick
Awarded: March 18, 2011
Benjamin Schneider and Karen Paul were awarded the SIOP coin for their article, "In the Company We Trust," in the January 2011 issue of *HR Magazine*. More than 250,000 SHRM members world-wide receive this publication. The article describes a 4-year effort at 3M to strengthen employees' trust that, as research shows, forms the foundation for employee engagement. Schneider and Paul have devoted much of their individual careers to the sci-

ence and practice of employee engagement. Ben Schneider is senior research fellow at Valtera and the winner of the Society for Human Resource Management's 2009 Michael R. Losey Human Resource Research Award. Karen B. Paul is manager of global HR measurement at 3M.

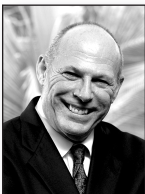
Recipients: **Stuart Carr** and **Ishbel McWha**
Nominators: **Lori Foster Thompson** and **Alexander Gloss**
Awarded: April 14, 2011

Stuart Carr and Ishbel McWha of Massey University stand out as SIOP members who have gone beyond the call of duty, exhibiting exemplary and extraordinary behavior in support of the science and practice of I-O psychology in general and humanitarian work psychology in particular. Specifically, their work on Project ADDUP (Are Development Discrepancies Undermining Performance?) warrants recognition. As principal investigator, Stu led this project, overseeing an excellent team of researchers spanning six lower- and middle-income countries in three regions of the world. This project exposed the consequences of dual-salary systems within international aid groups. As Project ADDUP revealed, these discrepancies were correlated with feelings of injustice and demotivation in local workers, feelings which were in turn connected to turnover. As project manager and research officer, Ishbel was also intricately involved with Project ADDUP. Project ADDUP's research findings have already played an important role in the reform of dual salary systems in several countries. Thanks in no small part to Stu and Ishbel's efforts, the gap between science and practice has narrowed.

2011 SIOP Award Winners

The SIOP Awards Committee and Executive Board are delighted to present the 2011 SIOP award winners. The following individuals were recognized for their outstanding contributions to I-O psychology at the 2011 annual conference in Chicago. Congratulations to all of the award winners.

Distinguished Scientific Contributions Award



Dr. Richard D. Arvey, ***National University of Singapore***

Considered one of the most innovative and creative researchers in I-O psychology, Dr. Arvey's research interests are exceptionally broad and have received critical acclaim. He is one of the foremost authorities on the importance of biological variables in work behavior, satisfaction, values, leadership, entrepreneurship, performance appraisal, and training and development. He has convincingly demonstrated that a range of job attitudes and behaviors have genetic determinants. He has also been instrumental in drawing attention to the issue of fairness in personnel selection, especially through his book *Fairness in Selecting Employees*. His contributions in research methods and measurement have led to a number of important papers on the assessment of job similarity and dissimilarity, synthetic validity, job evaluation, and comparable worth. During his 30 years as an I-O psychologist, he has published more than 100 articles, chapters, and technical reports. In addition, he has consulted with numerous organizations, including helping to devise a selection system for NASA long-duration space flight astronauts.

Distinguished Early Career Contributions Award: Practice

Dr. Eric M. Dunleavy, ***DCI Consulting Group***

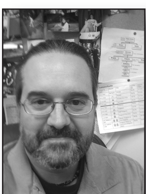
Since earning his doctorate from the University of Houston in 2004, Dr. Dunleavy has become a nationally recognized authority in the area of employment selection and legal issues, with particular emphasis on adverse impact analyses and Equal Employment Opportunity compliance. He has evaluated hiring, promotion, termination, and compensation systems for *Fortune* 500 companies both proactively and in the EEO context, and used multiple validation strategies to examine existing and develop new assessments. He has also contributed substantially to educating the I-O community about legal issues in employment selection through the "On the Legal Front" column in *TIP* he writes with Arthur Gutman; through his work as past legal chair, vice president, and president of the Personnel Testing Council of Metropolitan Washington DC; and through published EEO reports for the Center for Corporate Equality. He has also shared his knowledge with I-O students through teaching assignments at the University of Maryland, Baltimore County, and at George Mason University.

Distinguished Early Career Contributions Award: Science

Adam M. Grant, ***The Wharton School, University of Pennsylvania***

Dr. Grant received his doctorate in 2006 from the University of Michigan and since then has shown every indication of providing a significant impact on the science of I-O psychology during his career. He has published or has in press some 30 refereed articles with more than half in top-ranked journals. His research has won several honors including SIOP's Owens Scholarly Achievement Award for Best Publication in I-O Psychology in 2009 and the APA Distinguished Scientific Award for Early Career Contribution to Applied Psychology this year. He is, or already has been, on seven editorial boards and was recently named an associate editor of the *Academy of Management Journal.* He has made significant contributions in job design by demonstrating that relational characteristics of jobs shape work motivation, performance, and satisfaction. He is also well known for his research on prosocial motivation, which shows that key work behaviors can be driven by concern for others not only by self-interest.

Distinguished Teaching Contributions Award



José M. Cortina, ***George Mason University***

Excellence in teaching and mentorship that has made an impact on hundreds of students characterize Dr. Cortina's nearly 20-year teaching career. He has demonstrated great skill in bringing out the best in students, placing a particular emphasis on critical thinking skills as they apply to various areas of research. His teaching embraces organization, preparation, and engagement and has consistently resulted in near-perfect student ratings. He sets high standards but also provides personal and professional support to help students succeed. For example, students taking his meta-analysis course must agree to continue meeting with him in the summer in order to meet the explicit goal of having their course projects presented at a national conference and eventually published. A good number of those papers have appeared in top-tier journals. In 2010, he was awarded the George Mason University Teaching Award, and SIOP recognized him with an Early Career Contributions Award in 2001.

Distinguished Service Contributions Award

Julie B. Olson-Buchanan, ***California State University, Fresno***

This award is given for "sustained, significant, and outstanding service to SIOP," and Dr. Olson-Buchanan's nearly 20 years of involvement with SIOP embodies those criteria. Although she has played key roles on several committees

beginning in 1992, she is best known as the Program chair for 2005–2006 and as Conference chair in New Orleans and Atlanta. Under her leadership as Program chair the Call for Proposals was completely revamped, the number of reviewers increased, and she created the first manual that has made the transition for incoming Program chairs much easier. As Conference chair, she introduced a new focus on evaluation and used the data to make numerous conference improvements. She was also instrumental in identifying the need for and ultimately changing the conference to a 3-day format. In sum, she has devoted the last 6 years to two of SIOP's most important and time-consuming committee assignments, and her tireless efforts and innovations have made a huge impact upon SIOP.

No nominations were received for the Distinguished Professional Contributions Award.

Robert J. Wherry Award for the Best Paper at the IOOB Conference

The 2011 Wherry Award goes to **Joon Hyung Park** (University of Houston) for his paper "Diversity and Team Performance: A Meta-Analysis."

S. Rains Wallace Dissertation Award

The 2011 S. Rains Wallace Dissertation Award is awarded to **Stephan Dilchert** (Zicklin School of Business, Baruch College, CUNY) for his dissertation entitled "Measurement and Prediction of Creativity at Work."

M. Scott Myers Award for Applied Research in the Workplace

Kenneth P. Yusko (Siena Consulting/Marymount University), **Harold W. Goldstein** (Siena Consulting/Baruch College, CUNY), **Charles A. Scherbaum** (Baruch College, CUNY), and **Paul J. Hanges** (University of Maryland) receive the 2011 award for their project, Development and Implementation of the Siena Reasoning Test.

William A. Owens Scholarly Achievement Award

J. Stuart Bunderson (Washington University-St. Louis) and **Jeffrey A. Thompson** (Brigham Young University) receive the William A. Owens Scholarly Achievement Award for their 2009 article "The Call of the Wild: Zookeepers, Callings, and the Double-Edged Sword of Deeply Meaningful Work." *Administrative Science Quarterly, 54*, 32–57.

Glen Kreiner, Elaine Hollensbe, and **Mathew Sheep** also receive a William A. Owens Scholarly Achievement Award for their article "Balancing Borders and Bridges: Negotiating the Work–Home Interface via Boundary Work Tactics," *Academy of Management Journal, 52*, 704–730.

Raymond A. Katzell Award in I-O Psychology

Alice H. Eagly is the winner of the 2011 Katzell Award. She holds several positions at Northwestern University, including the James Padilla Chair of Arts and Sciences, professor and chair of the Psychology Department, Faculty Fellow of Institute for Policy Research, and professor of Management and Organizations.

Her research on gender and leadership has been cited in numerous articles in the popular press, including *USA Today, the Sacramento Bee, Wall Street Journal, Charlotte Observer,* and *APA Monitor*. The business press has also reviewed her latest book, *Through the Labyrinth: the Truth About How Women Become Leaders,* coauthored with Linda Carli.

A SIOP Fellow, Eagly was the second place winner of the 2007 Harvard Business Review McKinsey Award for her article based on the research that went into *Labyrinth*. She is also the winner of the 2009 Distinguished Scientific Contribution Award from the American Psychological Association.

John C. Flanagan Award

The 2011 Flanagan award goes to **Luye Chang** (University of Connecticut) for her poster "Meta-Analytic Multitrait–Multirater Separation of Substance and Style in Social Desirability." Her coauthors were Brian S. Connelly (University of Toronto) and Alexis A. Geeza (Montclair State University).

Lesbian, Gay, Bisexual, and Transgender Ad-Hoc Committee's Research Award

The 2011 LGBT award goes to **Phillip J. Lipka** (CVS Caremark) and **Mary Anne Taylor** (Clemson University) for their paper "Coping With Workplace Heterosexism: Locus of Control as a Buffer."

Leslie W. Joyce and Paul W. Thayer Fellowship

Marissa L. Shuffler (University of Central Florida) is awarded the 2011 Joyce and Thayer Fellowship based on her resumé, statement of goals, and research, all of which reflect her intention to follow a practitioner career path.

Douglas W. Bray and Ann Howard Research Grant

Brian J. Hoffman (left) and **Sean P. Baldwin** (The University of Georgia) are awarded the 2011 Bray-Howard Award to find their research on "Assessment Centers and Effective Leadership: The Neglected Role of Leader Vision."

Lee Hakel Graduate Student Scholarship

Payal N. Sharma (University of Maryland) receives the 2011 Hakel Scholarship for her research entitled "Passing It Forward: Intervening and Moderating Mechanisms in the Supportive Leadership Cascading Process."

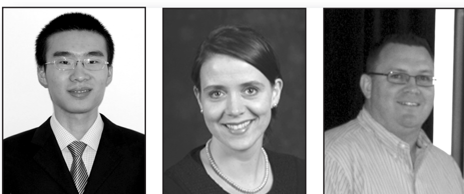
Graduate Student Scholarships

Eugene Kim (University of Minnesota) receives a scholarship for his work "The Mechanisms and Work Group Context of Victimization of High Performers."

Amy DuVernet (North Carolina State University) receives her scholarship for the project "Sources of Inaccuracy in Job Analysis: A Meta-Analytic Investigation."

Small Grants

Ann Marie Ryan, James Grand, Juliya Golubovich, and **Matthew Reeder** (Michigan State University) and **Dave Bartram** and **Ilke Inceoglu** (SHL Group, Ltd.) are awarded a small grant to fund their research on “Cross-Cultural Comparison of Testing Practices.”



Hao Wu and **Christiane Spitzmueller** (University of Houston) and **Randy Poulter** (Willbros Group, Inc.) were awarded a small grant for their project “Safety First! Employees’ Safety Priority in the Workplace.”

Filip Lievens (Ghent University, Belgium) receives his small grant for his project “Effects of Response Fidelity on Test Performance and Validity.”

Announcement of New SIOP Fellows

Walter C. Borman
PDRI

We are delighted to announce that 11 SIOP members were honored at the Chicago conference with the distinction of Fellow.

FYI: The 2011 Fellow nominations process goes online on **July 1.** Visit the SIOP Web site for the process. Here are the new Fellows:

John W. Boudreau, ***University of Southern California, Los Angeles***

Dr. Boudreau is well known for his innovative perspective and important work in the areas of utility of HR interventions and practices, HR decision processes, the evolution of the HR profession, and incentive reward systems. His work is characterized by a dedication to connecting evidence and frameworks from I-O psychology to the decisions that organization leaders make. Considered an exemplary research–practice broker for I-O psychology, he has consistently explored and clarified the nexus between I-O psychology, other management disciplines, and the mental models of HR and non-HR leaders. In doing so, he has illuminated unique opportunities for both I-O psychologists and organization leaders to enhance their work and effectiveness. He has published more than 50 books and articles and has consulted with numerous organizations.

David Chan, ***Singapore Management University***

Dr. Chan is widely recognized for his work in research methods, data analysis, and personnel selection. He has advanced the field in fundamental ways through his work in longitudinal modeling, multilevel research, test reactions, and situational judgment tests. As of 2010, his works have been cited more than 1,400 times in journal articles in various disciplines. In addition to serving on national councils and advisory panels, he has contributed to public policies in Singapore through his scientific work with the Prime Minister's Office and various government agencies on large-scale personnel selection and national longitudinal survey projects. He is a past recipient of several awards including the Edwin Ghiselli Award for Innovative Research Design (1998), William Owens Scholarly Achievement Award (1999), and the Distinguished Early Career Contributions Award (2003).

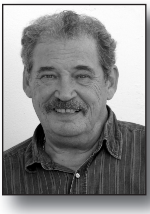
Yitzhak Fried, ***Syracuse University***

Dr. Fried is highly regarded for his innovative work on how context variables such as time, personal, and situational characteristics help explain the effects of job design and work stress on employees' behavioral, psychological, and health-related outcomes. His research has also advanced our understanding of the

importance of office design and the effects of personal and situational characteristics on the practice of performance appraisal and the implementation of diversity management programs. His work has appeared in leading journals and has been cited more than 1,000 times in ISI Web of Science. He has served as the associate editor-in-chief of the *Journal of Organizational Behavior*. In recognition of his research contributions, he has been elected a Fellow in the Society of Organizational Behavior (SOB).

Mark Griffin, ***University of Western Australia***

Dr. Griffin is being honored for his research in the areas of organizational safety, multilevel statistical analyses, and models of work performance and leadership. He has also been an influential leader in globalizing I-O psychology, and he has developed collaborative research projects with organizations and academics in many countries around the world. He was one of just two recipients in I-O-related fields of a 4-year Professorial Future Fellowship awarded by the Australian Research Council to attract world class scholars to Australia. His work has been cited in major I-O journals more than 2,000 times, and he is currently an associate editor for *Journal of Management* and *Organizational Psychology Review.*



Arthur Gutman, ***Florida Institute of Technology***

Dr. Gutman is best known for his work in EEO laws and issues including workplace discrimination and hiring and promotion practice, an area considered to be of critical importance to I-O psychology. His expertise is in demand as a consultant and as a testifier in federal workplace discrimination cases. Over the years he has been generous in sharing his knowledge through his *TIP* column, various workshops, and his book, *EEO Law and Personnel Practices*, now in its third edition. He has also made numerous presentations, workshops, and tutorials at SIOP conferences on HR and legal issues and has done analysis and commentary in books, book chapters, and articles in professional journals. His impact has been substantial, especially to those whose scientific or application work involves personnel practice.

Michelle (Mikki) Hebl, ***Rice University***

Dr. Hebl is recognized for her research in gender bias, social stigmas, obesity perceptions and diversity. She has published 55 empirical articles and 29 chapters related to diversity and discrimination. Of these articles, six were in *Journal of Applied Psychology*. She has served and/or is currently serving on three I-O editorial boards. Her research on gender issues has generated more than $4 million in national research funding, research which has shown and continues to document important biases in selection systems and how they can be remediated. Nominators cited the

outstanding quality and quantity of her scholarship, her commitment to and demonstrated excellence in teaching and mentoring students, and in her service to the profession. In 2008, she received SIOP's Distinguished Teaching Contributions Award.

Jeff W. Johnson, *Personnel Decisions Research Institutes, Inc.*

Dr. Johnson has made highly significant contributions in both practice and research, particularly in the areas of synthetic validation, statistics and measurement, and modeling the performance prediction process. His application of innovative synthetic validation research designs to large-scale personnel selection studies and subsequent publications have helped to revitalize interest in the technique. His relative weight analysis, which estimates the relative importance of correlated predictors in a multiple regression equation, has been used as a data analysis tool by numerous researchers and practitioners in a variety of I-O research areas. He is also known for his models reflecting the complexity of how personality influences the determinants of job performance. He has published in several top-tier journals and served as associate editor for the "Scientist–Practitioner Forum" of *Personnel Psychology*.

Amy Kristof-Brown, *University of Iowa*

Dr. Kristof-Brown is a pioneer and leading expert in the area of person–environment (P–E) fit. From her highly influential article on person–organization fit in 1996, to her meta-analysis in 2005 that won the Academy of Management Human Resources Division Scholarly Achievement Award, to her recent *Handbook of I-O Psychology* chapter on P–E fit, she has provided insightful and substantial contributions to better integrate this literature. As a researcher she has employed diverse methodologies—surveys, field experiments, meta-analyses, policy capturing, and qualitative approaches. In addition to providing distinctive contributions through her research, she has also had impact on the field of I-O through her teaching, having won numerous awards, and through her service to the profession, including serving on several SIOP committees, as associate editor of *Journal of Applied Psychology*, and on various editorial boards.

Robert E. Ployhart, *University of South Carolina*

Dr. Ployhart is widely recognized for his expertise and contributions in the areas of staffing, personnel selection, recruitment, staffing-related legal issues, and applied statistical models such as structural equation modeling, multilevel modeling (HLM/RCM), and longitudinal modeling. His research, which has been published in books and scholarly

articles, is wide ranging, including understanding how individual differences drive firm effectiveness; the latent structure of job performance; the validity of noncognitive predictors; and applicant cognitive processes and perceptions. He has received awards from professional associations including the prestigious American Psychological Association Distinguished Scientific Award for Early Career Contributions to Psychology in 2009. Active in serving the profession, he has participated on various SIOP committees and is currently an associate editor of *Journal of Applied Psychology.*

John C. Scott, ***APTMetrics, Inc.***

Dr. Scott is a high-impact practitioner, most notably in the area of HR evaluation and staffing/assessment programs and more recently in mergers and acquisitions. He is the cofounder and chief operating officer of APTMetrics, a global human resources consulting firm, which administers Internet-based testing for well over three million candidates a year. His innovative work on merging assessment with reduction-in-force initiatives from an organizational change perspective is highly regarded. In addition to his practice work, he is an active scholar (three books, 16 articles/chapters, 43 presentations, and serves on several editorial boards and is SIOP's UN representative). He has shown great willingness to share his considerable knowledge through workshops and other professional outlets and has participated in or led a variety of SIOP-sponsored activities.

Jing Zhou, ***Rice University***

Dr. Zhou is an acknowledged expert and intellectual leader in the area of creativity in the workplace. Specifically, her research program has advanced and impacted the field through her (a) comprehensive body of research advancing our understanding of the complex relations between feedback and creativity; (b) deepening understanding of how various leadership and supervisory behaviors nurture or inhibit creativity; (c) making important contributions to theoretically articulate and empirically test the interactional approach to creativity; (d) establishing a new research arena concerning positive and moderated influences of job dissatisfaction and negative mood states on creativity. An exceptional scholar, she has advanced the field of I-O through her articles in top-rated journals and chapters. She has also edited a book and served as associate editor of *Journal of Applied Psychology.*

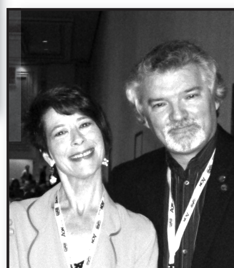
SIOP 2011 HIGHLIGHTS

Newcomers **SherryAnn Molinari** and **Shannon Albright** "learn the ropes" from SIOP Ambassador **Joan Brannick.**

Michael Keeney and **Paul Levy** have a discussion during the welcome reception.

Members from far and near attend the welcome reception: Michele Guarini (Denmark), **Reid Klion** (USA), **Juli Carswell** (Canada), and **Ilene Gast** (USA).

Incoming President **Adrienne Colella** and Outgoing President **Eduardo Salas.**



Lee Hakelcongratulates **Payal Sharma**, the winner of the 2011 scholarship named in her honor.

Milt Hakel (R) expresses the gratitude of the SIOP Foundation to **Jack Wiley** for his generous donation.

SIOP Foundation supporters **Kurt Kraiger, Nancy Tippins,** and **Allen Kraut** celebrate another great year at the Foundation's reception.

Fellows Chair **Wally Borman** chats with Fellows **Talya Bauer** and **Deirdre Knapp** at the annual breakfast.

The closing reception had a "speakeasy" theme and was held in the gorgeous Grand Ballroom.

Incoming Workshop Chair **Liberty Munson,** former Placement Chair **Mindy Bergman**, and Financial Officer **Mort McPhail** take a break from fast pace of the conference at the workshop reception.

Dr. Robert Cialdini, invited speaker, and Conference Chair **Lisa Finkelstein** are all smiles after the closing plenary session.

The Virtual Workforce: Designing, Leading and Optimizing Registration Open for 2011 Leading Edge Consortium!

Employees don't just go to the office anymore. Although traditional work meant hours spent at a brick and mortar office, today's workforce is no longer confined to the cubicle as organizations increasingly utilize virtual work and collaboration, social media, and technology for recruitment, selection, performance, and management.

"The Virtual Workforce: Designing, Leading, and Optimizing," SIOP's 7th annual Leading Edge Consortium, will bring together thought leaders from academia and practice in a day-and-a-half event focusing on the exciting topic of the virtual workforce. Registration is now open for this event, which will take place October 14–15, 2011 at the Hilton Seelbach in Louisville, Kentucky. Find out more at www.siop.org/lec!

This year's consortium will explore various issues as well as the newest practice and research on the topic of the virtual workforce, with General Chair **Kurt Kraiger**, Practice Chair **Andrea Goldberg,** Science Chair **Lori Foster Thompson**, and Research Chair **Allen Kraut**. Courtney Hunt (founder of the Social Media in Organizations [SMinOrgs] Community) and **Wayne Cascio** will serve as keynote speakers.

The virtual workforce is comprised of anyone who connects to their job, coworker, or organization through technology, as opposed to face-to-faceface communication or physical proximity, Kraiger explained.

"It includes telecommuting, virtual teams, and the use of social media by organizations to connect to customers, applicants, employees, and other stakeholders," he added.

This is a timely and important topic for today's organizations, as a recent report by the Dieringer Research Institute revealed the percentage of Americans teleworking has increased 43% since 2005 (ITAC, 2009). Other reports estimate that between one-half and two-thirds of employees in many large organizations work on virtual teams at any given time, Kraiger noted.

"As recently as November 2010," he added, "Congress approved legislation allowing federal employees to work virtually as a way for the government to 'save money, increase productivity, and have an easier time recruiting and retaining good' employees."

This year's topic of the virtual workforce should also appeal to a wide variety of organizations, Kraiger added.

"Many of the prior LECs have had much narrower topics. For example, the consortium on global selection and assessment was primarily of interest to I-O psychologists involved in those practices," he explained. "We tried to select a topic in which practitioners in a broad array of work applications would find interest: recruitment and selection, talent management, learning and development, leadership, employee engagement, managing knowledge, maintaining

virtual teams, and so forth. In addition, a growing number of our members work virtually, so the topic should be of great personal interest as well."

SIOP's Leading Edge Consortium is unique in its approach by bringing together leading-edge thinkers—practitioners, researchers, and HR executives—to examine issues in an intimate setting that fosters stimulating dialogue among colleagues. Each presentation takes place in general session, a setting conducive to interaction with presenters and networking with leaders in the I-O field.

"We have several exciting speakers who will update us on how the nature of work is changing, the technology and social media available to coordinate work, and the skill sets of the modern worker," Kraiger said. "We have modules on a variety of applications including selection and talent management, learning, and knowledge management. There are sessions on telecommuting and managing global/virtual projects. We focus both on applications and systems-level perspectives—managing the application within a social and organizational context. One session addresses work–family balance issues, and another the use of social networking capabilities to transform organizational leadership and innovation."

The current list of speakers and moderators includes:

- Nate Allen, United States Army
- **Janet Barnes-Farrell,** University of Connecticut
- **Michael Bazigos,** IBM Corporation
- Wayne Cascio, University of Colorado at Denver
- **Kris Fenlason**, 3M
- **Kevin Ford**, Michigan State University
- Andrea Goldberg, Digital Culture Consulting, LLC
- **Tim Golden,** Rensselaer Polytechnic Institute
- **Sandra Hartog**, Sandra Hartog & Associates/Fenestra, Inc.
- Courtney Hunt, Renaissance Strategic Solutions
- **Sarah Johnson**, CLC Genesee
- Leona Lobell, University of Phoenix
- Jacob McNulty, Orbital RPM
- **Nathan Mondragon**, Taleo
- Julia Smith, University of Phoenix
- **Nancy Tippins**, Valtera
- **Brian Welle,** Google

Attendees can expect a series of engaging presentations and discussions of virtual work and virtual collaboration, virtual teams, social media, and the use of technology for recruitment, selection, performance, and management, with numerous takeaways, leading research, and practical solutions for organization.

"In thinking about the program, we wanted to give a snapshot of what is the state of the art, but we also want to explore what drives successful adaptation or failures," Kraiger explained. "We also want our speakers to speculate on the next next thing. Accordingly, attendees will take back with them

ideas to implement right away, a strategic perspective of how to implement new innovations, and some idea of what the new innovations may be."

The consortium includes lunch on Friday and Saturday, breaks, and receptions on Thursday and Friday evening. Registration is $425 on or before August 29, 2011. After the early registration deadline the cost is $495.

The Seelbach Hilton Hotel is a 4-diamond luxury hotel considered to be the premiere hotel in the state of Kentucky. Built in 1905, it is considered a landmark to "the golden era" with its grand ambiance inspiring author F. Scott Fitzgerald to use The Seelbach as a backdrop for Tom and Daisy Buchanan's wedding in *The Great Gatsby*. It is located in the heart of downtown Louisville's business and entertainment district and only minutes from Churchill Downs, the home of The Kentucky Derby.

For more information, including updates to the speaker list, bios, and sessions, visit the Leading Edge Consortium page at www.siop.org/lec!

Reference

International Telework Association and Council (ITAC). (2009). *Telework trendlines2009*. Retrieved from http://www.workingfromanywhere.org/news/Trendlines_2009.pdf

Report From the APA Council of Representatives February, 2011

David B. Peterson
Google, Inc.

APA Council met in February in Washington, DC, with three of the four SIOP representatives attending: **Debra Major, David Peterson,** and **Howard Weiss. Paul Thayer** was unable to attend at the last minute.

In her opening address, APA's new president Melba Vazquez announced her priorities, including the establishment of presidential task forces on discrimination, immigration, and promoting diversity.

One of the major topics of discussion at this meeting was a proposal to simplify APA's membership dues structure. Following a lively discussion, members voted on two key changes. First, Council voted to approve a $40 reduction in base dues for all APA members. This good news is moderated somewhat by the second change: Council voted to eliminate the 25% discount for APA members with dual membership in approved organizations (e.g., state associations, APS, or FABBS member organizations, including SIOP). The net impact of these two changes for those with dual memberships is thus an increase in annual APA dues, even with the $40 reduction in base dues. It is worth noting that ongoing membership in APA is not required for membership in SIOP. To be clear, there is a requirement that in order to first join SIOP, an applicant must be a member of APA, APS, CPA, or EAWOP, but beyond that first year, SIOP does not require continued membership in any of these other organizations.

Two members of SIOP were singled out for recognition during the 3-day meeting. **Bill Strickland** received a presidential citation for his significant contributions to APA. **Vicki Vandaveer** was recognized for her pro bono work to help design a competency model and assessment process for the CEO of APA.

Several SIOP members are active on the APA Good Governance Project Team, including **Judith Blanton, Kurt Geisinger,** and **Sandra Shullman**, who serves as chair of the group. This team is working on a multiyear project to evaluate APA's current structures and functions and make recommendations on how to improve the association's governance system. During an open forum discussing Council representatives' views on current governance issues, it was surprising to hear how many of SIOP's views about APA are shared broadly by other state and division representatives. For example, a majority of those participating in the discussion expressed feelings of being disenfranchised and concerns that their constituencies do not have adequate voice on Council.

Another SIOP member, **Mort McPhail,** was a technical advisor to the committee that prepared the Principles for Quality Undergraduate Education in Psychology, which were adopted as APA policy at this meeting.

Finally, APA has convened a task force to recommend improvements in the APA convention. Among the proposed ideas, which will be voted on at the August Council meeting, is a provision for more cross-division programming that addresses broader themes of interest and thus fewer programming hours available for division-exclusive programs. Another proposal is the elimination of the “Thayer formula” for allocating program hours among the different divisions, devised in 1984 by SIOP member and current Council Rep Paul Thayer. Coincidentally, Paul supports the new formula. Already in place as a result of this committee’s work is establishing a single fee for all continuing education programming sessions at the convention (not including CE workshops).

Announcing the New Editor of *Industrial and Organizational Psychology*

Scott Highhouse
SIOP Publications Officer

Congratulations to **Kevin Murphy** for being selected as the incoming editor for *Industrial and Organizational Psychology (IOP)*! Kevin will begin working with current editor Cynthia McCauley in January 2012, and will assume full duty for three volumes beginning April 2012.

Kevin Murphy is CEO of Landy Litigation Support Group and a professor of psychology and information sciences and technology at Pennsylvania State University. He is a Fellow of the APA, SIOP, and APS. He is the recipient of SIOP's 2004 Distinguished Scientific Contribution Award. Kevin served as president of SIOP (1997–1998) and as associate editor, then editor, of *Journal of Applied Psychology* (1991–2002). He served as a member and chair of the Department of Defense Advisory Committee on Military Personnel Testing and has also served on four National Academy of Sciences committees, most recently the Committee to Review the Scientific Evidence on the Polygraph. He has served as an expert witness in over 20 cases involving age, race, and sex discrimination.

The selection process took place over a period of months and involved considerable time and effort from the Publications Board **(Fritz Drasgow, Chuck Lance, Bob Pritchard,* Paul Sackett, Lynn Shore,** and **Lois Tetrick**). Nominations were solicited in the July and October issues of *TIP*, the SIOP e-mail newsletter, and on the SIOP Web site (http://www.siop.org/journal/editor.aspx).

Serving as both the publications officer and chair of the publications board, I invited nominees to submit (a) personal statements, (b) CVs, and (c) three letters of support. These materials were sent to the Publications Board, along with rating sheets. The ratings were based on criteria specified in the "Procedures for selecting editors of SIOP publications (2/16/2009)." Specifically, the candidates were evaluated on the following dimensions:

A. Professionalism

1. *Professional respect*: Respected by academics and practitioners; distinguished reputation in the field; reputation for cutting-edge thinking and research; connected with a broad set of individuals in both academic and practice communities; ability to solicit contributions from highly respected colleagues.
2. *Cognitive skills:* integrative thinking (ability to handle high-level conceptual debate over potentially contentious issues; ability to synergize complex and potentially opposing views); cognitive flexibility and adaptability (ability to construe the same issue from opposing viewpoints);

*Cindy McCauley will replace Bob Pritchard, who is retiring from the publications board.

divergent thinking (creativity in integrating differing perspectives); sound judgment; openness to a broad spectrum of methods.

3. *Leadership*: Ability to lead and inspire associate editors, issue editors, editorial board, advisory board, ad hoc reviewers, and authors; ability to encourage contributions from likely authors; team leadership skills; firmness in shaping manuscripts and controlling tone; ability to inspire others to contribute to publication's success.

4. *Vision and perspective*: Ability to identify cutting-edge issues; sense of the important issues; sensitivity to applied issues and concerns; ability to balance differing perspectives; decision making unprejudiced by personal convictions on issues; ability to translate theoretical and technical issues into practical applications; recognition of implications of research for policy and practice.

B. Passion

5. *Breadth of knowledge*: Knowledgeable across the entire field of psychology; interdisciplinary in outlook; ability to integrate theory and research across areas and link to other applied disciplines; wide range of research and practice interests; published in a variety of outlets, academic as well as practitioner outlets, premier as well as niche outlets; published theoretical, empirical, and practitioner articles, chapters, monographs, books, and reports.

6. *International orientation*: International contacts; cross-cultural experience and exposure; ability to interact effectively with contributors around the world; ability to envision I-O psychology internationally and cross-culturally; ability to grasp and integrate international views and approaches to the advantage of the publication and its readers, subscribers, and other users (citation impact).

7. *Energy and commitment:* Passion, energy, and adequate time for this activity; willing and able to devote significant time and resources to ensure ongoing success.

C. Wisdom, fairness, and tact

8. *Interpersonal, diplomacy skills*: Ability to work with other people effectively; collegial; tactful; ability to be firm with people whose give and take may surpass normal critical decorum; ability to liaise with groups (e.g., SIOP Executive Board, other I-O associations—local, national, and international); teamwork skills; communicate effectively with policy makers, the media, and other parties to the benefit of SIOP; prosocial behavior to enhance the publication's standing among authors and colleagues.

9. *Ethics and integrity*: Fair; even-handed; ability to resist inappropriate, incorrect, or illegitimate pressures, arguments, and attempts to influence editorial decisions and outcomes; nonpartisan.

D. Language and administrative skills

10. *Written and editorial communication skills*: Ability to communicate effectively in writing; excellent use of grammar, sentence structure, and vocabulary; succinct.

11. *Administrative:* Willing and able to deal with details; ability to track and organize large quantities of material; ability to coordinate multiple tasks simultaneously; attentive to time-sensitive issues and materials; ability to plan a budget and live within it; ability to manage a budget.

In addition to these qualities, the *IOP* editor needs to have a very broad knowledge of the field and its inhabitants, knowledge of the various sides that exist regarding important issues, a plan for publishing papers that are high in quality and of interest within and outside I-O, the organizational skills necessary to manage a large journal, and sufficient time to devote to the journal on a regular and uninterrupted basis for 3 years.

The publications board met face-to-face in February 2011 to discuss their evaluations of the candidate materials and arrive at a consensus recommendation. This recommendation was presented to the SIOP Executive Board in April for approval. The Executive Board voted unanimously to accept the recommendation of the publications board.

Anthony T. Dalessio

Anthony Dalessio passed on February 23, 2011 after a long and brave battle with cancer. Anthony, also known as Skip, was 58. Skip was a devoted husband and father, and a highly respected member of the I-O community. At the time of his death, he was an I-O psychology researcher in the global workforce analytics organization at IBM in New York.

Skip was born in Cleveland, OH, December 22, 1952, son of Marilyn (Farinacci) Dalessio of Cleveland and the late Anthony C. Dalessio. In early years, he attended Cleveland schools and Gilmour Academy of Gates Mills, OH. Majoring in psychology, he received his bachelor's degree from Denison University of Granville, OH; master's degree from Illinois Institute of Technology, Chicago; and PhD in industrial-organizational psychology from Bowling Green State University, Bowling Green, OH.

A true scientist–practitioner, Skip taught psychology at Old Dominion State University in Virginia before working at Life Insurance Research Marketing Association (LIMRA) in Farmingville, Connecticut. He was employed by Verizon (NYNEX) for 7 years prior to being employed by IBM for the past 11 years. While at Verizon, he worked in many areas of I-O psychology including selection, performance management, and employee opinion survey research. "Skip was an invaluable member of the team," said Anna Marie Valerio, who worked with Skip. "He had an uncanny ability to assess how to work with people throughout the organization. People trusted him implicitly, and he had the ability to explain the value of I-O work to others in the company."

While at IBM, Skip had significant survey-related research responsibilities that spanned the globe. Lise Saari, who worked with Skip at IBM, recalled, "Skip was immensely respected by everyone who worked with him and loved by his colleagues. Everything he did was superb—in terms of being extremely valuable to the business but also being based on solid I-O research. Skip was the consummate professional and embodied the I-O scientist–practitioner model. He was also a caring family man. He had family photos and artwork by his daughters proudly displayed throughout his office; his face literally lit up when he talked about his wife Lisa and their three daughters."

Anthony lived in Ridgefield, Connecticut for the past 18 years with Lisa Kuller, his wife of 21 years; their three beautiful daughters, Emily, Hannah, and Mikaela; and a variety of dogs, cats, and other family pets. He enjoyed family time, gardening, nature, and music. He was also a creative artist, working with water colors, stained glass, and drawing. Anthony was an active member of Wilton Friends Quaker Meeting. He loved children and enjoyed teaching Sunday School. In addition to his immediate family, Anthony is sur-

vived by his mother; a sister, Karen D. Bach of Akron, OH; two nephews, Alex and Daniel Verhave; and two nieces, Dale Shuger and Caroline Bach.

Contributions to the Dalessio Children's Fund are encouraged and may be made at the Fairfield County Bank, 150 Danbury Road, Ridgefield, CT, 06877 (telephone number: 203-431-7505).

Michael W. Maughan, PhD
December 29, 1951–May 15, 2011, Grapevine, TX

On Sunday, May 15, 2011, in the company of his loving family and dear friends, Mike suddenly and unexpectedly left us.

Mike became interested in I-O psychology when he was asked to compile various organizational needs surveys while working as a patrol sergeant for the Coconino County Sheriff's Department in Northern Arizona. Having already completed his undergraduate and master's of arts in psychology at Northern Arizona University while working for the sheriff's department, he made the decision to move his family to Texas to pursue a PhD in I-O psychology at the University of Houston.

Mike pursued internships at Exxon and Jeanneret and Associates while completing his doctorate, and when he earned his PhD in 1989, he accepted a consulting position in Chicago with Gehlhausen/Ruda and Associates. He stayed with the company as it changed to Ruda/Cohen and Associates and, after 17 years with them, decided to move back to Texas and start his own consulting firm, Chiron Consulting Group.

In all his consulting positions, he worked with clients of many different industries, sizes, and focuses, traveling all over the country and even to Hong Kong. He loved the challenge and variety presented by each unique client and made many friends though his consulting relationships.

Mike lived his life with love for others, a passion for his faith and beliefs, a zest for problem solving, a gift for understanding people and situations, and a talent for carrying on a conversation with people from all walks of life. He took the time to be outdoors, enjoy music and art, experiment and create his own recipes, and have great philosophical conversations with his children and anyone else who wanted to join in.

Mike is survived by his wife, Onda, of 34 years, their three daughters, Kimberly Maughan, Mikaela Rood and her husband, Rebecca Maughan and her fiancé, and son, Daniel Maughan; two grandchildren; both his parents; and his two sisters and their families.

Mike will be greatly missed by his family, dear friends, and dedicated clients. A memorial service was held for Mike on May 31st in Colleyville, TX.

Kenneth Albert Millard
1918–2011

Dr. Ken Millard passed away April 5, 2011 at age 92. Ken was a division head in the Personnel Research and Development Center of the U.S. Civil Service Commission (later OPM) from 1971–1983, working in examining and state and local government programs (e.g., merit system standards, Intergovernmental Personnel Act grants). Prior to that, Ken was the Chief of Exams and Research in the Office of State Merit Systems in the U.S. Department of Health, Education, and Welfare. Ken grew up in Red Wing, MN, and earned his PhD in counseling psychology from the University of Minnesota. He was a member of APA, SIOP, IPMA, IPMAAC, and PTC/MW. He is survived by three sons, five grandchildren, and a host of other relatives and friends.

Robert Anthony Ramos
1942–2011

Robert A. Ramos, highly respected researcher and well-loved practitioner in the field of industrial and organizational psychology, died on March 14 at the age of 68 after a long illness.

Bob was born in New York City in 1942 and spent much of his early childhood there. He earned his bachelor's degree in psychology from Fordham University and his master's and doctorate in measurement and industrial psychology from the University of Tennessee.

Bob's first job was with the prestigious Educational Testing Service. Following a 2-year stint as an assistant professor of psychology at Trenton State College, Bob began a career with the telecommunications industry that lasted nearly 2 decades. Beginning as a research psychologist with AT&T, Bob became district manager of Assessment and Development with Bell Communications Research and then director of Staffing, Employment, and Management Research at NYNEX. He developed selection tests for hiring bilingual telephone operators, which were used by the industry for many years. Upon his retirement from NYNEX, Bob began his consulting career, first as an independent consultant and later as a principal scientist with Human Resources Research Organization. While at HumRRO, Bob directed a multicontractor team charged with developing a validated selection process for air traffic controllers that would meet legal and professional guidelines. In 2000, SIOP awarded the team the M. Scott Myers Award for their work. In 2003, Bob joined the Edison Electric Institute (EEI) as manager of Employment Testing, providing advice on employee selection and testing to electric utilities. During his employment with EEI, Bob returned to his primary area of interest as the

manager of Psychometrics. Retiring from EEI in 2009, he continued his work for the electric utility industry as a consultant in psychometrics.

Bob mentored many young psychologists and provided valued counsel and friendship to his many colleagues. Those who had the privilege of working with Bob remember his ease in explaining difficult technical material, his understanding of the practical application of the science, his integrity, and his compassion. Bob was always available to his friends, who remember him as someone who could always find humor in a situation, no matter how dire.

Bob was also active in professional affairs. During his graduate career at the University of Tennessee, he was instrumental in arguing for the Spanish language as a significant research tool, thereby instituting that language as part of the doctorate in philosophy requirements. A member of the APA Divisions 5 (Evaluation, Measurement, and Statistics) and 14 (SIOP), he contributed to the APA's Committee on Psychological Tests and Assessments and the Board of Ethnic and Minority Affairs. He was a member of Sigma Xi, the psychology honor society and the author of many technical manuals and HR hiring policies within the Bell System. With Wayne Cascio, he authored the Cascio-Ramos Estimate of Performance in Dollars, a standard tool in utility analysis. Bob also served on many doctoral committees in New York City and Washington, D.C.

In addition to his wife, Maryann Ferrara; daughter, Laura Ramos, DVM; son-in-law, Ryan; their children Eva Marie and Liam Loflin; and son Robert A. Ramos II, a musician; he is survived by a brother, Hector.

Memorials to the Physician Assistant Foundation's Robert A. Ramos scholarship fund for study in Puerto Rico (http://www.aapa.org/pa-foundation/programs-a-applications/annual-student-scholarships).

SIOP MEMBERS IN THE NEWS

Clif Boutelle

The annual SIOP conference is always a rich source of news stories for reporters, and the Chicago conference was no exception. Several presentations caught the attention of reporters and found their way into various media. In addition, reporters attended the conference and made contacts with several SIOP members that could lead to future stories.

Perhaps the best part was that more writers, through those who attended and those who were contacted in preconference publicity by the Administrative Office, became aware of I-O psychology and the value it brings to the workplace.

Of course, not all SIOP members' media mentions come as a result of the conference, but as usual, SIOP members are contributing to news stories on an ongoing basis, which is good for the visibility of I-O psychology and SIOP.

Following is some of the news coverage that has occurred in the past several months:

A May 5 *Wall Street Journal* article pointed out that business schools are offering courses featuring "soft skills" that aim to prepare students for management roles. It's all part of a push to teach students how to develop such traits as accepting feedback with grace and speaking respectfully to subordinates, skills that companies say are most important in molding future leaders. The article cited a DePaul University study finding that managing workers and decision making—two areas requiring softer skill sets—were most important to managers. Yet, said **Erich Dierdorff,** one of the researchers, those subjects are covered in only 13% and 10% of required courses, respectively, in a study of 373 business schools. "Business schools are falling short where it matters most," he said.

The April 28 issue of *Bloomberg Businessweek* included a viewpoint article advocating a better way of assessing MBA programs. The authors, **Robert Rubin** and Erich Dierdorff of DePaul University and **Fred Morgeson** of Michigan State University, said that media rankings "fail to assess adequately a number of critical features of the educational process, such as the quality of curricula, educational environment, and student learning." They proposed a more complete rating (not ranking) system built on a comprehensive set of quality indicators.

More and more employees are using easy-to-use technology to create and post videos to vent about their work, according to an April 24 *Los Angeles Times* story. Psychologists say this can be a healthy way to deal with stress, but only if the producers emphasize humor and do not berate the organization or coworkers. One of the contributors to the story was **Tahira Probst** of Washington State University Vancouver who agreed that humor can lower stress levels but warned that good feelings might be short-lived if the videos

are deemed offensive. “People have been fired for posting comments online about their employer,” she said. “Be aware of the potential consequences.”

Steffanie Wilk of The Ohio State University and **Nancy Rothbard** of the University of Pennsylvania conducted a study of telephone customer service representatives that showed the importance of employees starting the workday in a good mood. They found that employees’ moods when they reported for work affected their performance for the remainder of the day. “We saw that employees could get into these negative spirals where they started the day in bad mood and just got worse over the course of the day,” said Wilk. The research was reported in several outlets including the April 18 CBS Business Network as well as *Bloomberg BusinessWeek* and *Management Issues.*

Kevin Meyer of Hogan Assessment Systems contributed to a March 28 story in *Occupational Health and Safety* describing how safety experts are relying more on I-O psychology practices to develop safety programs, which traditionally focused only on standard procedures and compliance. “Few programs focus on behavior, which really gets to the heart of the matter,” he said. The story also described the Hogan Personality Inventory, which can determine how employee personality traits and behavior can increase workplace safety.

The March 21 CareerBuilder.com carried a story on leadership development and quoted **Adam Bandelli** of RHR International LLP. “In the area of relationships, establishing rapport, promoting acceptance of differences, building trust, and empowering others are key skills to develop (for leaders),” he said. The most indispensable, and most challenging, of these skills is the ability to build trust.

A March 12 story in the *New York Times* related Google’s program to build better managers. Google’s people analytics team, which includes **Michelle Donovan,** conducted surveys to learn the qualities of highly effective managers. What employees valued most were leaders who made time for one-on-one meetings, who helped people work through problems by asking questions and not dictating answers, and who took an interest in employees’ lives and careers. **D. Scott DeRue** of the University of Michigan applauded Google for its data-driven approach to more effective management. He also noted that Google’s findings echo what other research has shown to be effective at other companies. The story noted that human resources managers often rely on gut instincts more than hard data. However, a growing number of companies are applying a data-driven approach to the unpredictable world of human interactions.

Also, Donovan was a major contributor to a *Human Resource Executive Online* story about the value of employee surveys, which can yield valuable data that benefit organizations. “Survey content is very important,” she said, adding that at Google one third of the questions are new each year. Results are posted on Google’s intranet site the same day they are presented to top leadership. The difference between success and failure (of the surveys) is clear, she said. “If you’re walking away from the survey results without a

couple of new insights, then you're doing something wrong." Also quoted in the story was **Matt Valenti** of Starwood Hotels who annually surveys 125,000 worldwide employees and has a response rate of more than 90%.

Matt Barney of Infosys Leadership Institute in India was interviewed in the March 10 issue of *India Knowledge@Wharton* about the leadership philosophy that has made Infosys a leader in developing managers and improving business performance. He also discussed the importance of developing better leaders from within and the need for scientific and evidence-based approach to leadership development.

Randall Cheloha of Cheloha Consulting in Wynnewood, PA coauthored an article in the March/April issue of *The Corporate Board* magazine about the importance of onboarding CEOs from the outside. Citing examples of well publicized CEO failures, the article pointed out the huge costs of such failures. Realistically, the new CEO is dependent on the board above him and the executives below him to be successful, he said. However, board and companies need to do more to ensure the success of their new CEOs, he added.

A study coauthored by **Lori Foster Thompson** of North Carolina State University showed that participants in online training programs are happier and perform better when the electronic helpers or virtual assistants used in the sessions resemble the participants themselves. The results were reported in several media outlets including the March 3 *Chronicle of Higher Education, Science Daily,* and *Fast Company* magazine. "We know from existing research on human interaction that we like people who are like us," she said. "We found that people liked the helper more, were more engaged, and viewed the program more favorably when they perceived the helper agent as having a feedback style similar to their own," she said.

The use of credit checks as part of the screening process for new employees is drawing attention from legislative and policy-making groups and was the subject of a February *HR Magazine* article. Part of the controversy is the complaints that credit checks discriminate against minorities and are unfair to applicants. **Mike Aamodt** of DCI Consulting Group Inc. in Washington D.C. conducted an analysis of credit checking for the U.S. Equal Employment Opportunity Commission (EEOC). He noted there is little research exploring the implications of using credit history in employment decisions, and any conclusions would be premature.

Credit checks were also the focus of a February 28 article on AOL-News.com that quoted **Brian Lyons** of California State University, Fresno. Companies should exercise caution in using credit checks, he said. "Specifically, organizations should ensure that the content of what the financial/credit history tool measures actually matches the tasks, duties and responsibilities of the job in questions," he said.

Every winter the National Football League runs a scouting combine to probe and dissect pro prospects. Much of the testing—vertical jumps, shuttle

runs, 40-yard dashes, long jumps, and bench presses—is meant to measure physical abilities and is not a good predictor for success in the NFL, according to a study by four SIOP members and reported in the February 25 *Atlanta Journal-Constitution*. In fact, with the exception of bench presses to measure the strength of defensive linemen, the combine tests are not job related, according to the study. The best predictors are college performance and interviews where scouts can dig deeper into a prospect's character. The study was conducted by **Brian J. Hoffman** of the University of Georgia, Brian Lyons of California State University, Fresno, **John Michel** of Towson University and **Kevin Williams** of State University of New York, Albany.

A February 19 story in *Human Resource Executive* magazine about how many organizations are not adequately preparing managers to take over new responsibilities and leadership roles referred to a Development Dimensions International study that showed 42% of new managers do not understand what it takes to be successful. The DDI study also found that only 1 in 10 leaders were actually groomed for a management job and more than half (57%) reported that trial and error had the most influence in achieving their leadership abilities. Without a formal management-training or succession plan, organizations often select a "manager by default" or promote the best individual contributor rather than a leader with the desire, motivation, and skills necessary to manage, said **Scott Erker** of DDI.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News.**

Send copies of the article to SIOP at boutelle@siop.org, fax to 419-352-2645, or mail to SIOP at 440 East Poe Rd., Suite 101, Bowling Green, OH 43402.

Stephen Young
Florida Tech

Transitions, New Affiliations, Appointments

Ralph Mortensen joined the American Board of Organizational and Business Consulting Psychology, which is a specialty certification board licensing practitioners in I-O psychology and consulting psychology.

The Organizational Behaviour/Human Resource Management area in the School of Business & Economics at Wilfrid Laurier University (WLU) welcomes **Yujie (Jessie) Zhan** to the faculty. Jessie is completing her PhD in I-O psychology at the University of Maryland under the supervision of **Mo Wang.** She joins colleagues **Laurie Barclay, Greg Irving, Lisa Keeping, Kim Morouney, Chet Robie,** and **Simon Taggar** in the OB/HRM area. Jessie takes her position at WLU on July 1, 2011.

Chris Nye has accepted a position in the Department of Psychology at Bowling Green State University. Chris is completing his PhD at the University of Illinois. He is joining I-O program members **Bill Balzer, Milt Hakel** (emeritus), **Scott Highhouse, Steve Jex, Mike Zickar,** and **Maggie Brooks** (management).

Awards and Honors

George Mason University's I-O program awarded its annual Distinguished Alumni Award to **Ernie Paskey**. Paskey is head of the Federal Talent Practice at Aon Hewitt.

Wendy S. Becker won the 2010 Elwood F. Holton III Research Excellence Award from the Academy of Human Resource Development. The award is given for the highest rated refereed article in *Human Resource Development Review*. Wendy coauthored the article “Beyond Self-Interest: Integrating Social Responsibility and Supply Chain Management With Human Resource Development.”

The Handbook of Workplace Assessment, part of SIOP’s Professional Practice series, won the R. Wayne Pace Book of the year award for 2010. The book’s editors are **John C. Scott** and **Douglas H. Reynolds**. This annual award is sponsored by the Academy of Resource Development.

In-Sue Oh was the recipient of the 2010 James C. Johnson Paper Competition awarded by The International Personnel Assessment Council (IPAC). The past winners of this award include **Kenneth Pearlman, Michael A. McDaniel, Juan I. Sanchez, Deniz S. Ones** and **Chockalingham Viswes-**

varan (co-winners), **Gary J. Greguras** and **Chet Robie** (co-winners), **Filip Lievens, Mark N. Bing, David L. Van Rooy, Rustin D. Meyer, Jeffrey M. Cucina, Greet Van Hoye,** and **Stephan Dilchert.**

Congratulations!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Lisa Steelman** at lsteelma@fit.edu.

Announcing New SIOP Members

Kimberly Smith-Jentsch
University of Central Florida

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 24, 2011.

Fernanda Afonso
Beverley Park NSW Australia
fernanda.afonso@freehills.com

Justin Albertson
Corporate Insight
Aurora IL
jalbertson@vayapath.com

Kerstin Alfes
Kingston Upon Thames UK
K.Alfes@kingston.ac.uk

Joseph Allen
Creighton University
Omaha NE
josephallen1@creighton.edu

Kim Ambor
Sydney Australia
kim.ambor@gmail.com

Harley Baker
Camarillo CA
harley.baker@csuci.edu

Larissa Barber
Smith College
Northampton MA
lbarber@smith.edu

Laura Batista
Florida International University
Miami FL
laura.batista@gmail.com

Lauren Bellich
SPX Corporation
Charlotte NC
lbellich@gmail.com

Joyce Bisges
Office of Personnel Management
Arlington VA
Joyce.Bisges@opm.gov

Heather Blacketer
Loft9 Consulting, LLC
Seattle WA
heather.blacketer@gmail.com

Timothy Broxholm
Tukwila WA
tbroxholm@binw.com

Tacy Byham
University of Akron
Pittsburgh PA
Tacy.Byham@ddiworld.com

Jennifer Carmichael
Altisource Portfolio Solutions
Kernersville NC
jennifer.carmichael@altisource.com

Michael Cassella
Leadership Psychology Services
Pepperell MA
michael@enSightworld.com

Kristin Chamberlin
Ralcorp Holdings
St. Louis MO
kristin.chamberlin@ralcorp.com

Tina Chang
Columbia MD
tinachang96@gmail.com

Jimmy Chew
Singapore
jimmy.chew2@gmail.com

Rachel Daniels
Portland State University
Arlington VA
daniels_rachel@bah.com

María de Francisco
E-Valuarte Centre HR
Buenos Aires Argentina
adf@e-valuartecentre.com.ar

Kathryn Dekas
University of Michigan
San Francisco CA
kdekas@gmail.com 26-Apr-11

Silvia Dello Russo
Rome Italy
silvia.dellorusso@uniroma1.it

Yohan Delton
Brigham Young University-Idaho
Rexburg ID
deltony@byui.edu

Marco DiRenzo
Monterey CA
msdirenz@nps.edu

Elizabeth Doladee
Oswego IL
bethdoladee@gmail.com

Jessica Fank
Farmingville NY
JFank7@aol.com

Christine Fernandez
Baruch College, CUNY
Maplewood NJ
cschrader22@hotmail.com

Sean Fitzpatrick
TalentMap
Ottawa ON Canada
sfitzpatrick@talentmap.com

Andrea Gemma
Bank of America
Tampa FL
agemma2@yahoo.com

Beth Glotz
Monster Government Solutions
Reston VA
bethglotz@gmail.com

Berwyn John Gonzalvo
Office of Personnel Management
Arlington VA
berwyn@uw.edu

Rebecca Greenbaum
University of Central Florida
Stillwater OK
rebecca.greenbaum@okstate.edu

Nicholas Haap
DISH Network
Centennial CO
nicholas.haap@gmail.com

Jonathon Halbesleben
University of Oklahoma
Tuscaloosa AL
jhalbesleben@cba.ua.edu

Michael Hamarneh
ARAMCO
Dhahran Saudi Arabia
michael.hamarneh@aramco.com

Sara Haverly
Valero Energy Corporation
San Antonio TX
sara.haverly@valero.com

Dannielle Hawk
Marriott International
Washington DC
danniellep@hotmail.com

Mike Hawkins
Breckenridge CO
mike@alpinelink.com

Todd Hennessy
Metro
St. Louis MO
todd.hennessy@yahoo.com

Nathalie Houlfort
ENAP-Montreal
Montreal QC Canada
houlfort.nathalie@uqam.ca

Dena House
Nikon Precision Inc.
South San Francisco CA
dhouse@nikon.com

Linda Houser-Marko
Oak Park IL
lhmarko@jocrf.org

Dan Ispas
Illinois State University
Normal IL
dispas@gmail.com

Crystal Kaya
Kenosha WI
crystal.m.kaya@gmail.com

Tina Kiefer
Coventry   UK
tina.kiefer@wbs.ac.uk

Stephen King
Rockville MD
sking26@radford.edu

Elizabeth Korbel
Sears Holdings Corporation
Hoffman Estates IL
liz.korbel@searshc.com

Kathy Kurnyta
Oak Lawn IL
katkaasia@hotmail.com

Stephen Lagle
Walmart
Rogers AR
swlagle@yahoo.com

Alexsis Lahn
Self-employed
Prescott WI
Alexsis.Lahn@thehartford.com

Jasmine Lau
Corning Incorporated
Singapore
laukc@corning.com

Andy Lee
Danbury CT
andy@andyleecoaching.com

Zhike Lei
George Mason University
Fairfax VA
zlei1@gmu.edu

Chrysanthi Lekka
Nottingham UK
c.lekka@googlemail.com

Eric Lieberman
Watson Pharmaceuticals
Hoboken NJ
eric.lieberman@watson.com

Rebecca Loehrer
Self-employed
Radford VA
rkloehrer@gmail.com

Jim Lyttle
Pottstown PA
Jzl13@jimlyttle.com

Stella Malsy
Herz
Frankfurt   Germany
smalsy@hertz.com

Amy Mancilla
UPS
Atlanta GA
amy.mancilla@gmail.com

Andrea McCance
Procter & Gamble
Cincinnati OH
mccance.a@pg.com

Monica Mendiratta
Essex UK
monica_m999@hotmail.com

Saaid Mendoza
Amherst MA
smendoza@amherst.edu

Luke Milrod
McKee Foods Corporation
Collegedale TN
Lucas.Milrod@gmail.com

Daniel Moody
Indianapolis IN
catalyst1980@gmail.com

Andre' Mouton
Monument CO
ajmouton92@gmail.com

Dawn Muhammad
Whiting IN
dmuhammad@ccsj.edu

Erik Naimon
Ethics Resource Center
Alexandria VA
naimonec@gmail.com

Julie Nugent
New York NY
julie2215@hotmail.com

Janneke Oostrom
Erasmus University Rotterdam
Rotterdam Netherlands
oostrom@fsw.eur.nl

Luis Oyarzo Rivera
Concepcion Bio Chile
loyarzo@gmail.com

Siddharth Patnaik
Infosys Technologies Limited
Bhubaneswar, Orissa India
patnaiksiddharth@yahoo.com

Ho Patrick
Self-employed
Singapore
patrick_hkw@yahoo.com.sg

Mitchell Peterson
Florida Institute of Technology
River Falls WI
mitchellpeterson@globeuniversity.edu

Megan Poore
PDRI
Arlington VA
Megan.Poore@pdri.com

Eric Prensky
Argosy University
Alameda CA
eprensky@yahoo.com

Kristen Pryor
Fairfax VA
kpryorhr@yahoo.com

Chiew Teh Pung
Singapore
ct-pung@hotmail.com

Cheryl Rathert
University of Nebraska-Lincoln
Columbia MO
rathertc@health.missouri.edu

Rebecca Reichard
Claremont Graduate University
Claremont CA
Becky.Reichard@cgu.edu

Matthew Reider
Reider Research/
Campion Services, Inc.
West Lafayette IN
matt@campion-services.com

Eva Rice
Halliburton
Houston TX
eva.rice@halliburton.com

Matthew Richburg
Atlanta GA
Mrichburg@ampersandleadership.com

Shungwon Ro
Kenexa
St. Paul MN
shungwon.ro@kenexa.com

Adriana Roberts
Adelanto CA
mikiedee85@msn.com

Jessica Rodell
University of Georgia
Watkinsville GA
jrodell@uga.edu

Justin Rowenhorst
Sioux Falls SD
jr@sio.midco.net

Alicia Salvador
Universidad de Valencia
Valencia Spain
alicia.salvador@uv.es

Matthew Schwartz
Wegmans Food Markets Inc.
Rochester NY
matt.schwartz@wegmans.com

Victoria Sekyere-Abankwa
University of Ghana
Accra Ghana
visaj79@yahoo.com

Robert Shapiro
Ottawa ON Canada
robert.shapiro@turntwoinc.com

Dana Shelton
Webshell, Inc.
Broken Arrow OK
danashelton1@windstream.net

Andrew Skelton
Kansas City MO
andrew.skelton@opm.gov

Shannon Smith
Emporia State University
Kansas City MO
freudianslip99@hotmail.com

Aaron Sorensen
Sibson Consulting
Chicago IL
asorensen@axiomcp.com

Mary Kate Sprayberry
USAA
San Antonio TX
marykate.sprayberry@usaa.com

Tom Stafford
Memphis TN
tstaffor@memphis.edu

Gary Stafford
Irving TX
gstafford@flowserve.com

Bridget Styers
County of San Bernardino
Long Beach CA
gidgets2010@gmail.com

Brian Swords
Raymond James Financial
St. Petersburg FL
bas2285@gmail.com

Vicki Tardino Maritz
Florissant MO
Vicki_Tardino@alumni.umass.edu

Chien Ping Tham
Singapore
facilitatortham@yahoo.com.sg

Erin Thornbury
PDRI, an SHL Company
Arlington VA
erin.thornbury@pdri.com

Dayna Tomlin
University of Tulsa
O'Fallon MO
dayna.tomlin@edwardjones.com

Rebecca Uhlmann
University of Tennessee Health Science Center
Memphis TN
becky.uhlmann@gmail.com

Claire Vincent
Alexandria VA
cvincent@gskillsxchange.com

Erica Volpe
Human Performance Systems, Inc.
College Park MD
ericakvolpe@yahoo.com

Sarah Walker
Manvel TX
singletarys@uhd.edu

Liza Walter-Nelson
NHS Portsmouth
Portsmouth UK
liza.walter-nelson@ports.nhs.uk

Christopher Wardell
IKEA
San Francisco CA
chriswardellsf@gmail.com

Alice Wastag
Denison Consulting
Ypsilanti MI
AliceWastag@yahoo.com

Kimberly Wells
U.S. Office of Personnel Mgmt.
Alexandria VA
kimberly.wells@opm.gov

Mark Wernersbach
Self-employed
Arlington VA
wernersbach98@gmail.com

Raenada Wilson
University of Houston
Houston TX
rawilson@uh.edu

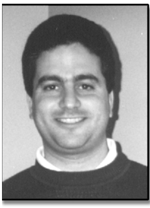
Amanda Yarbrough
Westchester IL
amanda.yarbrough10@gmail.com

Khit Yok-Cheen
Singapore
khityc@yahoo.com.sg

Dennis Zajac
RWD Technologies
Thornton PA
dzajac@rwd.com

Sara Zaniboni
University of Trento
Rovereto (TN) Italy
sara.zaniboni@unitn.it

WELCOME!



Conferences & Meetings

David Pollack
Sodexo, Inc.

Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2011

July 15	International Coaching Research Conference. London, UK. Contact: k.wilton@uel.ac.uk.
July 17–20	Annual Conference of the International Personnel Assessment Council. Washington, DC. Contact: IPAC, www.ipacweb.org.
July 30–Aug. 4	Annual Convention of the American Statistical Association. Miami Beach, FL. Contact: ASA, www.amstat.org. (CE credit offered.)
Aug. 4–7	Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, www.apa.org. (CE credit offered.)
Aug. 12–16	Annual Meeting of the Academy of Management. San Antonio, TX. Contact: Academy of Management, www.aomonline.org.
Aug. 31–Sept. 3	European Association of Psychological Assessment Conference. Riga, Latvia. Contact: www.eapa-homepage.org/conferences/.
Sept. 26–30	Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
Oct. 11–13	2011 International Congress on Assessment Center Methods. St. Petersburg, FL. Contact: www.assessmentcenters.org.
Oct. 14–15	SIOP Leading Edge Consortium. Louisville, KY. Contact: SIOP, www.siop.org/lec. (CE credit offered.)
Oct. 31–Nov. 3	Annual Conference of the International Military Testing Association. South Kuta (Bali), Indonesia. Contact: www.internationalmta.org.
Oct. 31–Nov. 5	Annual Conference of the American Evaluation Association. Anaheim, CA. Contact: AEA, www.eval.org.

2012

Feb. 15–18	Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
Feb. 23–26	Annual Conference of the Society of Psychologists in Management (SPIM). Charleston, SC. Contact: www.spim.org. (CE credit offered.)
Feb. 26–29	Annual Innovations in Testing Conference, Association of Test Publishers. Palm Springs, CA. Contact: www.innovationsintesting.org.
March 2–6	Annual Conference of the American Society for Public Administration. Las Vegas, NV. Contact: ASPA, www.aspanet.org.
March 9–11	Annual IO/OB Graduate Student Conference. Orlando, FL. Contact: http://www.ioob2012.com/
April 12–16	Annual Convention, National Council on Measurement in Education. Vancouver, BC. Contact: NCME, www.ncme.org.
April 13–17	Annual Convention, American Educational Research Association. Vancouver, BC. Contact: AERA, www.aera.net.
April 26–28	Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, www.siop.org. (CE credit offered.)
May 6–9	Annual Conference of the American Society for Training and Development. Denver, CO. Contact: ASTD, www.astd.org.
May 24–27	Annual Convention of the Association for Psychological Science. Chicago, IL. Contact: APS, www.psychologicalscience.org. (CE credit offered.)
June 14–16	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Halifax, Nova Scotia. Contact: www.psychology.uwo.ca/csiop.
June 24–27	Annual Conference of the Society for Human Resource Management. Atlanta, GA. Contact: SHRM, www.shrm.org. (CE credit offered.)

IPAC 2011 Conference: Capital Ideas for Assessment

July 17, 2011–July 20, 2011, Washington, D.C.

Please mark your calendars and plan to join the International Personnel Assessment Council (IPAC) for 2½ days of concurrent sessions, featured speakers, and social events, plus preconference workshops.

Preconference workshops: July 17 (Sunday)

Plenary and concurrent sessions: July 18–20

Keynote speakers will include Elaine Pulakos, Chief Operating Officer from PDRI; Wayne Camara from the College Board, who will speak on the most recent revisions to the *Standards*; and a trifecta from the Center for Corporate Equality including Eric Dunleavy, Mike Aamodt, and David Cohen, who will provide a presentation entitled "Ten Contemporary Controversies in Adverse Impact Analyses of Selection Rates."

More details available at our Web site: www.ipacweb.org

See you in D.C.!

Open Call for Papers for Business Expert Press

Jean Phillips (jeanp@rci.rutgers.edu) and **Stan Gully (gully@rci.rutgers.edu)** are the Organizational Behavior and Human Resource Management collection editors for Business Expert Press. This is an open call for papers that address important applied OB and HR topics relevant to current and future managerial practice. Relevant topics encompass broad or general domains (e.g., employee motivation, negotiation, leadership, staffing, compensation, etc.) as well as very specific OB/HR issues (e.g., socially responsible human resource practices, impact of climate or culture on customer service, or the use of social networks in recruiting). Please see the BEP Web site to learn more and to see a complete list of collection editors and topics: **http://www.businessexpertpress.com/collections**

Any of several motivations might induce you to contribute a book to this collection. You could use your book to teach or to enhance your consulting practice, and it will provide a source of royalty revenue. BEP will sell the books both in print and in digital collections to the business school libraries of the world. You will also receive royalties for direct-to-consumer sales through Amazon.com and other consumer outlets. BEP also has signed an agreement to distribute selected books and chapters through Harvard Business Publishing. Best of all, you will retain the rights to your work, and can republish the material in either shorter or longer form.

The short books (75–150 pages) produced by BEP are used in executive education, MBA programs, advanced undergraduate classes, and in active

practice as well as general executive readership. Converting your expertise into actionable knowledge for the executive education market is an important contribution to our field. If you have an idea for a book or if you would like more information about authoring with BEP, please contact us or visit the Web site: **http://www.businessexpertpress.com/author.**

The new **Work and Family Researchers Network (WFRN)** is seeking applicants for its 2011–2012 Early Career Scholars Program. The WFRN, formerly the Sloan Work and Family Research Network, will be an international membership organization that seeks to advance, promote, and disseminate interdisciplinary research on work and family.

The goal of this program is to develop supports for recent doctoral recipients and facilitate their teaching and research scholarship. By offering resources and consultation, the program is designed to help promising young scholars move into tenured appointments and secure senior-level positions, as well as connect them to the work–family community of scholars. All participants in the Early Career Scholars Program will have their travel funded to the conference of the Work and Family Researchers Network to be held at the University of Pennsylvania from June 14–16, 2012. The scholars will be connected with one another to facilitate cohort-team supports, such as those that enable the development of collaborative projects, peer mentorship, and peer reviews of manuscripts in progress. They will also receive periodic mailings of opportunities of special interest to work–family scholars who are at their early career stages and have opportunities to engage in teleconferences.

The Work and Family Researchers Network will provide 15 awards in 2011–2012 and will later recruit an additional 15 scholars to participate in 2013–2014. To be eligible, candidates must have received their doctorates in 2008 or later and have yet to progress into tenured or secure senior level positions. Those anticipating receipt of a doctoral degree by June 2011 may also apply. The application can be found here: http://workfamily.sas.upenn.edu/scholars.html.

Questions about the program can be addressed to the program director, **Stephen Sweet at ssweet@ithaca.edu**. The deadline for submission of applications is **July 31, 2011.**

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at lsteelma@fit.edu. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 6th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. The editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

SIOP Officers and Committee Chairs 2011–2012

President: **Adrienne Colella**
acolella@tulane.edu (504) 865-5308
President-Elect: **Douglas Reynolds**
doug.reynolds@ddiworld.com (412) 220-2845
Past President: **Eduardo Salas**
esalas@ist.ucf.edu (407) 882-1325
Financial Officer/Secretary**: S. Morton McPhail**
mmcphail@valtera.com (713) 650-6535
Representatives to APA Council:
Debra Major
dmajor@odu.edu (757) 683-4235
David Peterson
david.peterson.phd@gmail.com (415) 525-2867
Paul W. Thayer
pthayer001@nc.rr.com (919) 467-2880
Howard Weiss
weiss@Psych.Purdue.edu (765) 494-6227
Conferences & Programs Officer: **Julie Olson-Buchanan**
julieo@csufresno.edu (559) 278-4952
Publications Officer: **Scott Highhouse**
shighho@bgnet.bgsu.edu (419) 372-8078
Communications Officer: **Mike Zickar**
mzickar@bgnet.bgsu.edu (419) 372-9984
External Affairs Officer: **Lori Foster Thompson**
lfthompson@ncsu.edu (919) 513-7845
Membership Services Officer: **Lise Saari**
lise.saari@nyu.edu (203) 524-5684
Professional Practice Officer: **Joan Brannick**
joan@brannickhr.com (813) 672-0500
Instructional & Educational Officer: **Milt Hakel**
mhakel@bgsu.edu (419) 372-8144
Research & Science Officer: **Steven Rogelberg**
sgrogelb@uncc.edu (704) 687-4742

Awards: **Leaetta Hough**
Leaetta@msn.com (651) 227-4888
Continuing Education: **Kevin Smith**
kevin.smith@pdri.com (703)-812-5340
Jacqueline Wall
jwall@uindy.edu (317) 788-6142
Doctoral Consortium: **Linda Shanock**
shanock@gmail.com (704) 687-4381
Education and Training: **Michelle (Mikki) Hebl**
Hebl@rice.edu (713) 348-2270
Electronic Communications: **Chris Rotolo**
chris@behavioralinsights.com (914) 299-6298
Ethnic and Minority Affairs: **Kizzy Parks**
kparks@kparksconsulting.com (321) 795-1908
†***External Relations:*** **Deirdre Knapp**
dknapp@humrro.org (703) 706-5662
Fellowship: **Wally Borman**
wally.borman@pdri.com (813) 229-6646
Historian: **Paul Levy**
plevy@uakron.edu (330) 972-8369
International Affairs: **Donald Truxillo**
truxillod@pdx.edu (503) 725-3969
IOP *Journal:* Cynthia McCauley
mccauley@ccl.org (336) 286-4420
Institutional Research: **Mariangela Battista**
mariangela.battista@pfizer.com (212) 733-3092
Leading Edge Consortium: **Kurt Kraiger**
Kurt.Kraiger@colostate.edu (970) 491-6821
†***LGBT:*** **Brian Roote**
brianroote@gmail.com (678) 832-0578
Membership: **Kimberly Smith-Jentsch**
kjentsch@mail.ucf.edu (407) 823-0139
Organizational Frontiers: **Eduardo Salas**
esalas@ist.ucf.edu (407) 882-1325
Placement and JobNet: **Matthew O'Connell**
moconnell@selectintl.com (858) 635-6695
Adam Hilliard
ahilliard@selectintl.com (219) 789-2347
Professional Practice: **Rich Cober**
rich.cober@marriott.com (301) 380-4811
Professional Practice Series: **Allen Kraut**
allenkraut@aol.com (914) 967-4917
Program–APA: **Karin Orvis**
korvis@odu.edu (757) 683-4215
Program–APS: **Maria Rotundo**
rotundo@rotman.utoronto.ca (416) 946-5060
Program–SIOP: **Deborah Rupp**
derupp@uiuc.edu (217) 390-3048
Publications Board: **Scott Highhouse**
shighho@bgnet.bgsu.edu (419) 372-8078
Scientific Affairs: **Tammy Allen**
tallen@mail.usf.edu (813) 974-0484
SIOP Conference: **Lisa Finkelstein**
lisaf@niu.edu (815) 753-0439
State Affairs: **Mark Nagy**
nagyms@xu.edu (513) 745-1958
TIP: **Lisa Steelman**
lsteelma@fit.edu (321) 674-7316
Visibility: **Alexis Fink**
alexis.fink@microsoft.com (425) 703-6913
Workshops: **Liberty Munson**
lmunson@microsoft.com (425) 722-6360

ADMINISTRATIVE OFFICE
SIOP Administrative Office
440 East Poe Road,
Suite 101
Bowling Green OH 43402
(419) 353-0032 Fax (419) 352-2645
Web site: www.siop.org
E-mail: siop@siop.org

SIOP Foundation
440 East Poe Road
Suite 101
Bowling Green, OH 43402
Milton Hakel President

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†*Ad Hoc Committees*

SIOP Advertising Opportunities

The Industrial-Organizational Psychologist (*TIP*) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of $113.00 for less than 200 words or $134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumés may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, graphics@siop.org, (419) 353-0032.**

Display Advertising Rates per Insertion

Size of ad	*One time*	*Four or more*	*Plate sizes: Vertical*		*Horizontal*
Two-page spread	$672	$488			
One page	$399	$294	7-1/4"	x	4-1/4"
Half page	$309	$252	3-1/4"	x	4-1/4"

Premium Position Advertising Rates

Size of ad	*One time*	*Two times*	*Plate sizes: Vertical*		*Horizontal*
Inside 1st page	$715	$510	7-1/4"	x	4-1/4"
Inside 2nd page	$695	$480	7-1/4"	x	4-1/4"
Inside back cover	$695	$480	7-1/4"	x	4-1/4"
Back cover	$740	$535	8-1/2"	x	5-1/2"
Back cover 4-color	$1,420	$1,215	8-1/2"	x	5-1/2"

Annual Conference Program

Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

Size of ad	*Price*	*Vertical*		*Horizontal*
Two-page spread	$545			
Full page	$330	9"	x	6-1/2"
Inside front cover	$568	9"	x	6-1/2"
Half page	$275	4-1/4"	x	6-1/2"
Quarter page	$220	4-1/4"	x	3-1/2"
Inside back cover	$560	9"	x	6-1/2"
Back cover	$585	11"	x	8-1/2"
Back cover 4-color	$685	11"	x	8-1/2"

Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.